

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Library

### Learning 2 Learn

#### Course Description:

##### Library 6

This course introduces sixth grade students to search and research skills, including determining information needs, resource evaluation and citations, and search strategies. Additionally, they are introduced to News and Digital Literacy.

##### Library 7

This course develops seventh grade students' search and research skills, including exploring and analyzing information about a complex topic from different perspectives, evaluating and acknowledging resources, and examining the value of diverse perspectives when researching and selecting sources.

##### Library 8

The eighth-grade library experience is integrated through the core coursework. The students develop or refine search and research skills, including exploring and analyzing information about a complex topic from different perspectives, evaluating and acknowledging resources, and examining the value of diverse perspectives when researching and selecting sources.

#### Initial Creation Date (if applicable) and Revision Dates:

November 2024

Rev. October 2025

Wallenpaupack Area School District Curriculum	
<b>COURSE: Learning 2 Learn 1</b>	<b>GRADE/S: 6</b>
<b>UNIT 1:</b> <b>Attributing Information Sources</b> <b>Using Sources of Information</b> <b>Using and Synthesizing Information</b> <b>Using Information and Technology Safely and Responsibly</b> <b>Developing Social Problem-Solving Skills</b>	<b>TIMEFRAME: about 9 Class Periods</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>  Attributing Information Sources: <b>PA</b> 1.4.S, 1.4.W, 6-8; <b>AASL:</b> VI.B, VI.B.2  Using Sources of Information: <b>AASL:</b> I.A, IV.B, V.A  Using and Synthesizing Information: <b>PA</b> 1.4.S 1.4.W 6-8; <b>AASL:</b> I.B.1 IV.B.2 VI.B  Using Information and Technology Safely and Responsibly: <b>AASL:</b> VI  Developing Social Problem-Solving Skills: <b>AASL:</b> II.C; II.D  <a href="#">Model Curriculum for Learners in Pennsylvania School Libraries</a>: Grade Band: 6-8</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b>  <b>Big Idea VI: Engage</b> Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.  <b>Essential Question</b>  How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?  <b>Learner Competency</b>  Cite sources using standard bibliographic citation format: Students will understand the importance of citations, critical citation components, and purpose of citations.  <b>Big Idea IV: Curate</b> Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.  <b>Essential Question</b>  How do learners act on an information need? How do learners gather information appropriate to the task?  <b>Learner Competency</b>  Independently, use various print and digital reference sources  Gather information that pertains to topic from various print and digital sources.  Summarize, paraphrase, and quote from resources.  Practice safe, legal, and responsible use of information and technology.  <b>Essential Question</b>  How do learners gather information appropriate to the task?  <b>Learner Competency</b>  Conduct a search using proper search terms.  <b>Big Idea II: Include</b> Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.    <b>Essential Question</b>  How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?</p>

**Learner Competency**

Interact with others demonstrating respect, cooperation, and acceptance.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Students will use Print In-Hand sources to locate and identify the essential citation components. Students will use a library database (*e.g.*, EBSCOHost) to compose research terms and effectively search based upon a specific need.

Students will create a NoodleTools account and properly named project and share accounts with teacher.

Students will use the EBSCOHost source Metadata to create an accurate citation in NoodleTools.

Students will use a reputable Web site (*e.g.*, A-Z Animals) to research topics (animals) of their choice.

Students will create MLA citations in NoodleTools, create a notecard, and color code citation components using the teacher-made Citation Guide.

Students will create a NoodleTools citation for a Web page: they will research an animal of their choosing (A-Z Animals). They will create a notecard, paraphrase interesting information about the animal, and use Microsoft Copilot to refine their grammar and conventions. They will create a relevant notecard tag and title.

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Students will submit each digital assignment through NoodleTools' In-box.

Students will review teacher's digital comments and correct citations or submissions if needed.

**Summative:** Kahoot and Blooket competition

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Accelerated/Enrichment: Learners assist others as is appropriate. Learners lead the instruction.

Learners cite varied, multi-media sources of their choice.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

**Technology Based:** Destiny, EBSCOHost, NoodleTools, Relevant/Reliable/Authoritative Web sites—A-Z Animals.

**Text Resources:** Library books and periodicals (*e.g.*, magazines and newspapers)

**KEY VOCABULARY:**

**Reliable Sources:** Credibility, Authority, Relevance, Currency, Purpose;

**Destiny:** Books—Copyright page, Publisher, Imprint, Print In-Hand;

**Documentation:** MLA format, Citations; NoodleTools, Permalink, Link verification;

**Citation Guide:** Contributors, Source Type, Source Kind, Source Location, Publication Elements;

**Databases:** EBSCOHost, Metadata, Filters, Boolean Operators, PDF, Full Text, Effective Searching;

**Web sites:** Navigating, Web page, Publication Information, Lateral Searching, Web page elements, URL.

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**Course Description:**

**Library 6**

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**Library 7**

This course develops seventh grade students' search and research skills, including exploring and analyzing information about a complex topic from different perspectives, evaluating and acknowledging resources, and examining the value of diverse perspectives when researching and selecting sources.

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**November 2024**

**Rev. October 2025**

Wallenpaupack Area School District Curriculum	
<b>COURSE: Learning 2 Learn 1</b>	<b>GRADE/S: 6</b>
<b>UNIT 2:</b> <b>Attributing Information Sources</b> <b>Using Information and Technology Safely and Responsibly</b> <b>Developing Social Problem-Solving Skills</b>	<b>TIMEFRAME: 2 Class Periods</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>            Attributing Information Sources: <b>PA</b> 1.4.S, 1.4.W, 6-8; <b>AASL:</b> VI.B, VI.B.2            Using Information and Technology Safely and Responsibly: <b>AASL:</b> VI            Developing Social Problem-Solving Skills: <b>AASL:</b> II.C; II.D  <a href="#">Model Curriculum for Learners in Pennsylvania School Libraries</a>: Grade Band: 6-8</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b>  <b>Big Idea VI: Engage</b> Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.  <b>Essential Question</b>            How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?  <b>Learner Competency</b>            Practice safe, legal, and responsible use of information and technology: students will understand the importance of citations, critical citation components, and purpose of citations.  <b>Big Idea II: Include</b> Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.  <b>Essential Question</b>            How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?  <b>Learner Competency</b>            Interact with others demonstrating respect, cooperation, and acceptance.</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b>            Discuss how researchers use citations and their relevance to real life.            Students will analyze multi-resource citations and correct the errors (<i>e.g.</i>, books, periodicals, databases, YouTube videos, Web sites).</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b>            Students will submit each digital assignment through NoodleTools' In-box.            Students will review teacher's digital comments and correct citations or submissions if needed.  <b>Summative:</b> Online educational platform to gamify competition (<i>e.g.</i>, Kahoot, Blooket)</p>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b>            Accelerated/Enrichment: Learners assist others as is appropriate. Learners lead the instruction.            Learners cite varied, multi-media sources of their choice. Students may elect to create a citation to add to the teacher source list for an approved resource.</p>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b>  <b>Technology Based:</b> Destiny, EBSCOHost, NoodleTools, Relevant/Reliable/Authoritative Web sites—A-Z Animals.  <b>Text Resources:</b> Library books and periodicals (<i>e.g.</i>, magazines and newspapers)</p>

**KEY VOCABULARY:**

**Reliable Sources:** Credibility, Authority, Relevance, Currency, Purpose;

**Destiny:** Books—Copyright page, Publisher, Imprint, Print In-Hand;

**Documentation:** MLA format, Citations; NoodleTools, Permalink, Link verification;

**Citation Guide:** Contributors, Source Type, Source Kind, Source Location, Publication Elements;

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Wallenpaupack Area School District Curriculum	
<b>COURSE: Learning 2 Learn 1</b>	<b>GRADE/S: 6</b>
<b>UNIT 3:</b> <b>Engaging in a Learning Community</b> <b>Communicating Effectively to Establish and Sustain Relationships</b> <b>Using Sources of Information</b> <b>Examining Perspectives and Points of View</b> <b>Developing Social Problem-Solving Skills</b>	<b>TIMEFRAME: 2 Class Periods</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>  <b>Examining Perspectives and Points of View:</b> PA 1.4.I; 1.2.D; <b>AASL</b> II.A II.B V.A.2; II.A II.B; II.C II.D  <b>Engaging in a Learning Community:</b> <b>AASL:</b> III.A.1 III.B; III.C.2 III.D.1 III.D.2  <b>Communicating to Establish and Sustain Relationships:</b> <b>AASL:</b> III.D  <b>Using Sources of Information</b>  Using Information and Technology Safely and Responsibly: <b>AASL:</b> VI  Developing Social Problem-Solving Skills: <b>AASL:</b> II.C; II.D  <a href="#">Model Curriculum for Learners in Pennsylvania School Libraries</a>: Grade Band: 6-8</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b>  <b>Big Idea II: Include</b> Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.  <b>Essential Question</b>  How do learners gain perspective, recognize, and represent diverse points of view?  <b>Learner Competency</b>  Identify alternate or opposing claims.  <b>Learner Competency</b>  Determine the author’s point of view or purpose in a text.  <b>Learner Competency</b>  Interact with others demonstrating respect, cooperation, and acceptance.  <b>Big Idea III: Collaborate</b> Learners work effectively with others to broaden perspectives and work toward a common goal.  <b>Essential Question</b>  How do learners adapt, communicate, and exchange knowledge and ideas with others?  <b>Learner Competency</b>  Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge.  <b>Learner Competency</b>  Explain how empathy and perspective-taking foster relationship building  <b>Learner Competency</b>  Explain how expressive communication strategies can affect others.  <b>Big Idea IV: Curate</b> Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.  <b>Essential Question</b>  How do learners act on an information need?  How do learners gather information appropriate to the task?  How do learners determine an author’s purpose?</p>

How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information?

**Learner Competency**

Evaluate text based on the author's claim and relevant evidence.

**Learner Competency**

Evaluate a source for authority, bias, accuracy, relevancy, and currency of information.

**Learner Competency**

Analyze information in different media formats, including main ideas and supporting details

**Learner Competency**

Interpret information presented in different media formats.

**Big Idea II: Include** Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**Essential Question**

How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

**Learner Competency**

Interact with others demonstrating respect, cooperation, and acceptance.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Discuss how researchers use citations and their relevance to real life.

Students will analyze multi-resource citations and correct the errors (*e.g.*, books, periodicals, databases, YouTube videos, Web sites).

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Students will submit each digital assignment through NoodleTools' In-box.

Students will review teacher's digital comments and correct citations or submissions if needed.

**Summative:** Online educational platform to gamify competition (*e.g.*, Kahoot, Blooket)

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Accelerated/Enrichment: Learners assist others as is appropriate. Learners lead the instruction.

Learners cite varied, multi-media sources of their choice. Students may elect to create a citation to add to the teacher source list for an approved resource.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

**Technology Based:** Destiny, EBSCOHost, NoodleTools, Relevant/Reliable/Authoritative Web sites—A-Z Animals.

**Text Resources:** Library books and periodicals (*e.g.*, magazines and newspapers)

**KEY VOCABULARY:**

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**Lateral Search**

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<b>COURSE: Learning 2 Learn 1</b>	<b>GRADE/S: 6</b>
<b>UNIT 4:</b> <b>Communicating Effectively to Establish and Sustain Relationships</b> <b>Using Sources of Information</b> <b>Examining Perspectives and Points of View</b> <b>Evaluating Information Sources</b> <b>Developing Social Problem-Solving Skills</b>	<b>TIMEFRAME: 3-4 Class Periods</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>  <b>Examining Perspectives and Points of View: PA 1.4.I; 1.2.D; AASL II.A II.B V.A.2; II.A II.B; II.C II.D</b>  <b>Engaging in a Learning Community: AASL: III</b>  <b>Communicating to Establish and Sustain Relationships: AASL: III.B</b>  <b>Evaluating Information Sources: PA: 1.2.D 6-8; 1.4.I 1.5.C 6-8; 1.5.C 6-8; 1.5.C 6-8 AASL: II.A II.B V.A.2; II.A.2 II.B.2 IV.A IV.B VI.A.3; II.B IV.B V.C.1; VI.A.3 I.B.1</b>  <b>Using Information and Technology Safely and Responsibly: AASL: VI</b>  <b>Developing Social Problem-Solving Skills: AASL: II.C; II.D</b>  <a href="#">Model Curriculum for Learners in Pennsylvania School Libraries</a>: Grade Band: 9-12</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b>  <b>Big Idea II: Include</b> Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.  <b>Essential Question</b>  How do learners gain perspective, recognize, and represent diverse points of view?  <b>Learner Competency</b>  Identify alternate or opposing claims.  <b>Learner Competency</b>  Determine the author’s point of view or purpose in a text.  <b>Learner Competency</b>  Interact with others demonstrating respect, cooperation, and acceptance.  <b>Big Idea III: Collaborate</b> Learners work effectively with others to broaden perspectives and work toward a common goal.  <b>Essential Question</b>  How do learners adapt, communicate, and exchange knowledge and ideas with others?  <b>Learner Competency</b>  Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge.  <b>Learner Competency</b>  Explain how empathy and perspective-taking foster relationship building  <b>Learner Competency</b>  Explain how expressive communication strategies can affect others.  <b>Big Idea IV: Curate:</b> Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.   <b>Learner Competency</b>  How do learners determine an author’s purpose?  <b>Learner Competency</b></p>

How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information?

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Evaluate text based on the author's claim and relevant evidence.

**Learner Competency**

Evaluate a source for authority, bias, accuracy, relevancy, and currency of information.

**Learner Competency**

Analyze information in different media formats, including main ideas and supporting details

**Learner Competency**

Interpret information presented in different media formats.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Categorize information into one of six "zones": news, opinion, entertainment, advertising, propaganda or raw information.

Students will analyze why certain information sources are created.

Students will determine the worth of information based upon source credibility.

Students will analyze and interpret information from a variety of print and digital sources.

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Students will participate in a group pre-assessment of information purposes.

Students will demonstrate their abilities to zone information by reviewing and matching multi-media examples on singular topics.

Students will demonstrate their abilities to zone information about a specific topic (e.g., Atlantic City's Diving Horses, Sharks, Which animals should we save?) by reviewing and discussing multi-media resources.

Students will review teacher's digital comments and correct citations or submissions if needed.

Students will examine misinformation and disinformation by reviewing and discussing multi-media resources.

**Summative:** Online educational platform to gamify competition (e.g., Kahoot, Blooket)

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Accelerated/Enrichment: Learners assist others as is appropriate. Learners lead the instruction.

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

**Technology Based:** Checkology and PowerPoint

**Text Resources:** EBSCOHost or search engines to select multi-media resources

**KEY VOCABULARY:**

**Reliable Sources:** Credibility, Authority, Relevance, Currency, Purpose

**Information Zones/Purposes:** Entertainment/Entertain; Raw Information/Document; Advertise/Sell; Propaganda/Provoke; News/Inform; Persuade/Opinion

Categorize information into one of six "zones": news, opinion, entertainment, advertising, propaganda or raw information.

**Misinformation/Disinformation**