

Wallenpaupack Area School District Planned Course Curriculum Guide

Library

Learning 2 Learn

Course Description:

Library 9-12

Our libraries sustain the technology initiative by creating inviting, dynamic, 21st century learning environments and services that support or enhance teaching, information literacy, and life-long learning. Students and staff should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users and creators of ideas and information in their global learning community. Our mission is to collaborate with all curricular areas to provide instruction in competent information usage while promoting interest in and understanding of varied resource formats; ethical idea usage; information literacy skills and processes. Our goal is to create an environment for deeper cognitive development through real, rigorous and relevant learning experiences based on inquiry, project and differentiated teaching and learning environment.

Initial Creation Date (if applicable) and Revision Dates:

November 2024
Rev. October 2025

Wallenpaupack Area School District Curriculum	
COURSE: Learning 2 Learn HS	GRADE/S: 9-12
UNIT: Available Resources Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts; Using and Presenting Information in Different Media Formats; Personalizing Lifelong Learning;	TIMEFRAME: as necessary

<p>PA COMMON CORE/NATIONAL STANDARDS: Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts: PA 1.2.L, 1.3.K, 1.4.S, 1.4.V; AASL: I.D, IV.A, IV.B, IV.D, V.A Using and Presenting Information in Different Media Formats: PA 1.5.C, 9-12 AASL: VI.D, V.B Personalizing Lifelong Learning PA 1.4.V, 9-12; AASL: I.D, V.D Model Curriculum for Learners in Pennsylvania School Libraries: Grade Band: 9-12</p>
<p>UNIT OBJECTIVES (SWBATS): Big Idea V: Explore Learners read, discover, and innovate with a growth mindset developed through experience and reflection. Essential Question How do learners develop and satisfy personal curiosity? Learner Competency Locate, select, and utilize literary fiction, nonfiction, and informational texts independently for personal growth or independent analysis, reflection, and research. Big Idea V: Explore Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance. Essential Question How do learners read widely and deeply in multiple formats and create for a variety of purposes? Learner Competency Integrate visual and audio representations of information in diverse media formats. Essential Question How do learners persevere to solve problems through inquiry, implementation, and reflection? Learner Competency Engage is sustained inquiry demonstrating interest in other perspectives. Personalize use of information and information technologies.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Students will use Destiny to locate print or digital sources that are appropriate for the task or interests. Students will use databases and various apps to organize and communicate their understanding.</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Students will be assessed according to individual teacher requirements.</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Students use Destiny to determine appropriate sources based upon their specific needs.</p>

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

Technology Based: Destiny, Library Databases, and available apps (*e.g.*, Canva, Apple products, AI, GarageBand, SORA, Podcasts)

Text Resources: Print and Digital library books and periodicals (*e.g.*, magazines and newspapers)

KEY VOCABULARY:

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

Destiny and SORA: Search terms; Usage Features

Wallenpaupack Area School District Curriculum	
COURSE: Learning 2 Learn HS	GRADE/S: 9-12
UNIT: Search and Research Skills Attributing Information Sources Using Sources of Information Using and Synthesizing Information Using Information and Technology Safely and Responsibly Creating Multimedia to Demonstrate Learning	TIMEFRAME: as necessary

<p>PA COMMON CORE/NATIONAL STANDARDS: Attributing Information Sources: PA 1.4.S, 1.4.W, 9-12; AASL: I.B, VI Using Sources of Information: AASL: I.D, IV.D, IV.A, IV.B, V.A Using and Synthesizing Information: AASL: VI Using Information and Technology Safely and Responsibly: AASL: VI Creating Multimedia to Demonstrate Learning: PA 1.4.U, 9-12; AASL I.C, IV,D.3, VI,C.2 Model Curriculum for Learners in Pennsylvania School Libraries: Grade Band: 9-12</p>
<p>UNIT OBJECTIVES (SWBATS): Big Idea VI: Engage Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Essential Question How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? Learner Competency Use standard citation format <i>e.g.</i>, endnotes, footnotes, parenthetical citation to document specific primary or secondary source information and include a standard citation page (<i>e.g.</i>, bibliography, works cited). Big Idea VI: Engage Learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information. Essential Question How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information? Learner Competency Synthesize information found in multiple sources. Summarize, paraphrase, and quote from resources. Take notes on relevant information to support one’s own position. Big Idea VI: Engage Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Essential Question How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? Learner Competency Advocate and practice, safe, legal, ethical, and responsible use of information in school and in personal situations (<i>e.g.</i>, public domain, Creative Commons, educational fair use, copyright).</p>

Big Idea VI: Engage How do learners personalize their use of information and information technologies?

Essential Question

How do learners personalize their use of information and information technologies?

Learner Competency

Create multimedia products to present relationships between information and ideas.

Big Idea IV: Curate Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

Essential Question

How do learners act on an information need? How do learners gather information appropriate to the task?

Learner Competencies

Access print and digital resources including the library catalogue and databases using features within the source itself.

Use search functions of a database to access digitally stored sources, natural language searching, keyword, limiters, subject headings.

Independently, use various print and digital reference sources.

Essential Question

How do learners gather information appropriate to the task?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Students will use library resources to accomplish personal or academic tasks.

Students will use library databases (*e.g.*, EBSCOHost, JSTOR) to compose research terms and effectively search based upon a specific need.

Students will utilize NoodleTools functionalities.

Students will use various apps and technologies to create multimedia products.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Students will be assessed according to individual teacher requirements.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Accelerated/Enrichment: Need Based

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

Technology Based: Destiny, Library Databases, and available apps (*e.g.*, Canva, Apple products, AI, GarageBand, SORA, Podcasts)

Text Resources: Library resources

KEY VOCABULARY:

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

Destiny and SORA: Search terms; Usage Features

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.

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

<p>PA COMMON CORE/NATIONAL STANDARDS: Attributing Information Sources: PA 1.4.S, 1.4.W, 6-8; AASL: VI.B, VI.B.2 Using Information and Technology Safely and Responsibly: AASL: VI Developing Social Problem-Solving Skills: AASL: II.C; II.D Model Curriculum for Learners in Pennsylvania School Libraries: Grade Band: 6-8</p>
<p>UNIT OBJECTIVES (SWBATS): Big Idea VI: Engage Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. Essential Question How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? Learner Competency Practice safe, legal, and responsible use of information and technology: students will understand the importance of citations, critical citation components, and purpose of citations. 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.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: 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>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 (<i>e.g.</i>, Kahoot, Blooket)</p>
<p>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.</p>
<p>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 (<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;

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

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

Library

Learning 2 Learn

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

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

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.

Lateral Search

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

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

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