

1.2.8A	<p>Newspaper source</p> <ul style="list-style-type: none"> • Explain the purpose of the resource • Explore operation of how to utilize 	Demonstrate the purpose	Newspaper source		<ul style="list-style-type: none"> • Use of computer with projector to demonstrate Newspaper Source 	<ul style="list-style-type: none"> • Extend resources to include foreign sources
1.2.8A	<p>Evaluates Information:</p> <ul style="list-style-type: none"> • Evaluate the product to determine if the task definition has been met • Evaluate multimedia products in terms of both the content and format • Evaluate oral and written products in terms of requirements and assessment criteria, including legal principle of use 	Introduce the process		Rubric designed for project	Modified rubric	Extended rubric
		Introduce the process		Rubric designed for project	Modified rubric	Extended rubric
		Introduce the process		Rubric designed for project	Modified rubric	Extended rubric

<p>1.2.8A</p>	<ul style="list-style-type: none"> Evaluate the information problem solving process 	<p>Introduce the process</p>		<p>Rubric designed for project</p>	<p>Modified rubric</p>	<p>Extended rubric</p>
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WEST JEFFERSON HILLS SCHOOL DISTRICT
Library-Information Literacy

GRADE 6-7-8

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.8.8 B <i>Locate information using appropriate sources and strategies</i>						
1.8.8 B	Biographical Tools <ul style="list-style-type: none"> Collect information on a person Almanac <ul style="list-style-type: none"> Collect information utilizing an almanac Atlas <ul style="list-style-type: none"> Collect information on a geographical location Graphics <ul style="list-style-type: none"> Utilize graphics to obtain information 	<ul style="list-style-type: none"> Demonstrate purpose Review strategies Review strategies Review strategies Review strategies 	List of resources used List of resources used List of resources used List of resources used	Oral presentation Content appropriate worksheets Observation Content appropriate Worksheets Observation	<ul style="list-style-type: none"> Limit information collected to someone student knows Remediation by librarian or peers Remediation by librarian or peers Remediation by librarian or peers 	<ul style="list-style-type: none"> Use creative extension activities included with information collected on a person Additional extension activities Additional extension activities

1.8.8 B	Use/Synthesis <ul style="list-style-type: none"> Identify essential information within the sources relevant to the task definition Distinguish between factual and unsubstantiated information on the Internet Engage, extract and paraphrase relevant information from various resources using a graphic organizer (note taking) Document direct quotations to give credit Organize notes by topic headings using graphic 	Introduce purpose and operation	Discussion of note-taking and note cards	Precision of note cards	Lesser number of note cards	Greater number of notecards
1.8.8 B		Develop strategies	Evaluation of a website study guide	Student questions Observation		
1.8.8 B		Introduce process			<ul style="list-style-type: none"> Remediation by librarian or peers 	Additional extension activities
1.8.8 B		Develop strategies	Rules of writing study guide			
1.8.8 B		Introduce purpose and operation Develop strategies	Rules of writing study guide Rules of writing study guide	Student participation	<ul style="list-style-type: none"> Remediation by librarian or peers 	

<p>1.8.8 B</p>	<p>organizers, including an outline</p> <ul style="list-style-type: none"> • Use organized notes to create a written rough draft or oral presentation • Use a variety of information resources to create multimedia products 	<p>Develop strategies</p> <p>Develop the process</p> <p>Develop strategies</p>	<p>Rules of writing study guide</p>	<p>Rubric designed for project</p>	<p>Lesser number of resources</p>	<p>Greater number of resources</p>
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1.1.8 A _____ <i>Identify and establish the purpose for reading</i>						
	Establish Clear Information Goals Book Selection: -Select books of interest -Select books on appropriate level -Select books according to genre	<ul style="list-style-type: none"> • Recommended reading list 	Fiction and nonfiction books	<ul style="list-style-type: none"> • Observe circulation • Student participation • Reading log/journal 	<ul style="list-style-type: none"> • High-interest, low vocabulary books made available 	<ul style="list-style-type: none"> • Fiction and nonfiction books of high interest above grade level

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1.3.8 A Read and understand works of literature.						
1.3.8 F Read and respond to nonfiction and fiction including poetry and drama 1.3.8 A	<ul style="list-style-type: none"> • Set information goals and find a variety of resources to achieve these goals Literature Appreciation <ul style="list-style-type: none"> • Read literature by award winning authors Genres <ul style="list-style-type: none"> • Apply their knowledge of the characteristics of the following genres: -Adventure -Animal Stories -Fantasy and Science Fiction 	Recommended reading list All-school read	Books available in school library with online access to public libraries Books available in school library with online access to public libraries	Student participation Reading log/journal	<ul style="list-style-type: none"> • High-interest, low vocabulary books by award winning authors, if available High-interest, low vocabulary books by award made available in all genres	<ul style="list-style-type: none"> • Fiction and nonfiction books made available by award winning authors • Fiction and nonfiction books made available in all genres above grade level

	<ul style="list-style-type: none"> -Historical fiction -Mystery -Realistic Fiction -Poetry 	<p>Facilitate book selection:</p> <ul style="list-style-type: none"> -Independent reading 		<p>Reading log</p> <p>Observe circulation</p>	<p>Reading log</p> <p>Observe circulation</p>	<p>Reading log</p> <p>Observe circulation</p>
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	<p>Ethical Behavior</p> <p>Intellectual Freedom:</p> <ul style="list-style-type: none"> Define the term Intellectual freedom <p>Intellectual property rights:</p> <ul style="list-style-type: none"> Cite sources in presentations Avoid plagiarism and copyright infringements in using resources <p>Cybersafety</p> <ul style="list-style-type: none"> Practice cybersafety Demonstrate understanding of district's acceptable use policy Demonstrate responsibility for protecting software and hardware from computer viruses 	<p>Orientation</p> <p>Discuss terminology</p> <p>Discuss plagiarism</p> <p>Discuss implications</p> <p>Review policy and procedures</p>	<p>Styles of Writing Guide Book</p>	<p>Observation Student questions</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>Remediation by librarian or by peers</p>	<p>Additional extension activities</p> <p>Additional extension activities</p>
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	<p>Acceptable use</p> <ul style="list-style-type: none"> • Demonstrate use of resources • Demonstrate responsible use of equipment • Effectively use equipment such as computers for information retrieval • Demonstrate responsible care of library <p>Member of Learning Group</p> <p>Criteria:</p> <ul style="list-style-type: none"> • Share knowledge gained from resources • Respect others ideas and opinions • Work to solve an information problem 	<p>Review</p> <p>Introduce new equipment</p> <p>Review guidelines of working in groups</p>	<p>Desktop computers and Laptops</p>	<p>Observation Student questions</p> <p>Observation</p>	<p>Observation Student questions</p>	<p>In addition to computer, introduce the use of the projector with a laptop, or use of an overhead for demonstration or presentation</p>
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1.8.8 A _____ Select and refine a topic for research .						
Determine information needs.	<ul style="list-style-type: none"> • Define the information problem. • Focus the task by generating questions relating to the topic. • Identify the type, amount, and format of information – single, few sources or comprehensive. 	<ul style="list-style-type: none"> • Teacher instruction. • Review • Discussion • Brainstorming 	Nonfiction books, encyclopedias, almanacs, atlases, dictionaries, online databases and encyclopedias, safe and evaluated internet websites.	<ul style="list-style-type: none"> • Statement of topic. • Focus questions. 	<ul style="list-style-type: none"> • Uniform statement of topic. • Reduced number of focus questions. 	<ul style="list-style-type: none"> • Higher degree of difficulty in regard to statement of topic. • Increased number of focus questions.

<p>1.8.8 B</p>	<p>Global and educational providers</p> <ul style="list-style-type: none"> Identify criteria for determining relevant source according to currency, accuracy, and reliability. <p>Search Strategies</p> <p>Browse</p> <ul style="list-style-type: none"> * Utilize key-word and subjects Utilize case sensitive rules Utilize correct format for personal name Utilize table of contents Utilize index Utilize appendices Demonstrate “AND” and “OR” searching in electronic 	<p>Review strategy</p> <ul style="list-style-type: none"> -Electronic library catalog -Textbooks -Nonfiction books 	<p>Search strategy sheet</p>	<p>Remediation by librarian or by peers</p>	<p>Remediation by librarian or by peers</p>	<p>Additional extension activities</p>
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<p>1.8.8 B</p>	<p>databases for information</p> <ul style="list-style-type: none"> • Use simple database file structure with electronic resources <p>Sources Primary vs Secondary</p>	<p>Develop strategy</p> <ul style="list-style-type: none"> -Electronic library catalog -Electronic databases <p>Discuss appropriate forms of word to utilize in the search</p>		<p>Checklist of resources</p>		
<p>1.8.8 B</p>	<ul style="list-style-type: none"> • Define the term primary and secondary source • Identify a primary and secondary resource in print and nonprint format • Compare the differences between primary and secondary resources • Locate primary and secondary resources for appropriate use 	<p>Review differences</p>	<p>Nonfiction books Library of Congress American Memory Collection</p>		<p>Remediation by librarian or by peers</p>	<p>Additional extension activities</p>

<p>1.8.8 B</p>	<p>Locates and Acquires Information Locate relevant resources</p> <ul style="list-style-type: none"> • Navigate, locate and use electronic resources including Web sites and periodical databases to locate information 	<p>Review strategies</p> <p>Review strategy</p>	<p>Pathfinder of resources</p>	<p>Checklist of resources</p> <p>Observation</p> <p>Review printouts</p>	<p>Remediation by librarian or peers</p>	<p>Additional extension activities</p>
<p>1.8.8 B</p>	<p>Electronic Catalog Searches Additional extension activities</p> <ul style="list-style-type: none"> • Perform a keyword search • Perform an author search • Perform a title search • Perform a subject search • Perform a series search • Print appropriate information 	<p>Review purpose and procedure</p>	<p>Pathfinder of resources</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>Remediation by librarian or peers</p>	<p>Additional extension activities</p>

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