I. LIBRARY ORIENTATION
Students will demonstrate effective use of libraries as places of learning.

OBJECTIVES:
Building upon knowledge and skills gained in previous grades students will
- Become familiar with the Library Media Center (LMC) as a central location where information and materials are collected and shared.
- Become familiar with the layout and organization of the LMC (including the Dewey Decimal System).
- Know the roles of LMC staff in organizing information and assisting patrons with information needs.
- Exhibit proper LMC behavior.
- Learn and follow LMC rules, procedures, and policies (including the district’s acceptable use policy for technology).
- Use and/or borrow LMC materials and technologies properly and respectfully.

COMMON CORE STANDARDS:
RL.8.10

AASL STANDARDS FOR THE 21st CENTURY LEARNER:
1.3.5; 1.4.4; 2.1.5; 2.4.4; 3.1.6; 4.3.2

VOCABULARY:
- Acceptable Use Policy
- Browsing
- Circulation Desk
- Check Out
- Online Catalog (Destiny)
- Stacks
- Shelves

SUGGESTED INSTRUCTIONAL MATERIALS/RESOURCES:
- Map of the LMC
- Computers
- Destiny
- Destiny Quest

II. AWARENESS OF AND INTERACTION WITH LITERATURE
Students will practice good reading behaviors, including use of metacognitive strategies, to pursue personal and aesthetic growth.
OBJECTIVES:
Building upon knowledge and skills gained in previous grades students will
- Recognize excellent literature.
- Select and listen to, view, or read a variety of literature in a variety of
  formats based on interest, need and appropriateness.
- Continue to analyze and explore genres, authors, illustrators, titles, series
  and topics.

COMMON CORE STANDARDS:
RL.8.10

AASL STANDARDS FOR THE 21st CENTURY LEARNER:
1.3.5; 1.4.4; 2.1.5; 2.4.4; 3.1.6; 4.3.2

VOCABULARY:
- Acceptable Use Policy
- Browsing
- Circulation Desk
- Check Out
- Online Catalog (Destiny)
- Stacks
- Shelves

SUGGESTED INSTRUCTIONAL MATERIALS/RESOURCES:
- Map of the LMC
- Computers
- Destiny
- Destiny Quest

III. INFORMATION LITERACY
Students will use an information literacy model to inquire, think critically, and gain
knowledge.

KNOWLEDGE, SKILLS AND INSTRUCTIONAL OBJECTIVES:
Building upon knowledge and skills gained in previous grades, students will be able to
- Find, evaluate and select appropriate sources (digital and print) to answer
  questions.
- Demonstrate adaptability.
- Draw information from text to support analysis, reflection and research.
- Compile and present research in a legal and ethical manner including source
  citations, note taking and paraphrasing.
- Determine the difference between “fact” and “opinion”.

BOE Approved October 2013
COMMON CORE STANDARDS:

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. 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.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

RH.8.9 Analyze the relationship between primary and secondary source on the same topic.

RI.8.1. Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.6. Determine the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

AASL STANDARDS FOR THE 21st CENTURY LEARNER:

1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.2.2; 1.2.4; 1.3.1; 1.3.3; 3.1.6; 2.1.1; 2.1.3; 2.2.3; 4.1.2, 4.1.3; 4.2.2

VOCABULARY:

- Bias
- Bibliography
- Cite
- Databases
- MLA Format
- Research Path
- Citation
- Plagiarism
- Big6™
- URL
- Webcast
- Podcast
- Media Literacy
- Ethical
- Copyright
- Cited
- Extrapolate
- Source
- Fact
- Opinion
- Works Cited
- Perspective

- Propaganda
- Primary Source
- Secondary Source
- Vetted
- Web Pages
SUGGESTED INSTRUCTIONAL MATERIALS/RESOURCES:
- Databases
- Websites: Easybib.com or Noodle tools
- Big6™
- PowerPoint

TECHNOLOGY:
- Online Catalog (Destiny)
- Databases
- Websites

RECOMMENDED INSTRUCTIONAL ACTIVITIES:
- Lecture
- Self Exploration of Databases
- Modeling
- Small Group Discussion

ESSENTIAL QUESTIONS:
- Why is it important to gather information from varied sources?
- Why is it important to cite my sources?
- Whose point of view matters?
- Which resources can I use?
- Which information should I use from these resources?
- How do I share what I learned?
- Why can’t I “cut and paste”, or copy what is in the book or on the website?

ENDURING UNDERSTANDINGS:
- There are credible and questionable sources of information about historical and contemporary events.
- It is important to evaluate information for bias and opinion in order to come to an informed conclusion.
- There are varying perspectives on the meaning of historical events.
- There are credible and questionable sources for information.

MODIFICATIONS STRATEGIES/ACTIVITIES:
IEP and 504 modifications as needed.
ASSESSMENTS:

- Observation
- Individual Conferencing
- Study Island

Completed Research Project