## Library Media

### 6th Grade

### Quarter 1

#### Concepts:
- Exploration of Literature
- Digital Citizenship – Internet Etiquette and safety

#### Skills:
- Understanding, Applying, Evaluate

#### Standards:

**Strand 2 – Literature** - Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

- **Standard 8, Objective 3:** Explore and describe the characteristics of various types of literature. Read informational works.
- **Standard 9, Objective 1:** Listen to and read a variety of literature to enhance selection.

**Strand 3 – Media Literacy**

- **Standard 10, Objective 3:** Explain citizens’ rights and responsibilities with respect to media.

### Library Content Objectives

- I can identify different locations in a library.
- I read a wide variety of types of literature including informational works.
- I can use my Library OPAC (Destiny) to locate resources within my school library and the public library.
- I can identify unsafe practices while engaged with digital media.
- I can share ways to be a good digital citizen.
- I can identify ways to protect myself while I am online.
- I can interact and collaborate appropriately in a digital environment.

### Vocabulary students should use

- Digital Citizenship
- Uncomfortable
- Monitor (Verb)
- Cyber bullying
- Harassment
- Netiquette
- Social Media
- Email
- Digital Footprint
- File Sharing
- Privacy
- Identity theft
- Download
- Upload
- Predator
- Blog
- Digital Commerce
- Avatar
- Emoticon
- Bystanders

### Lessons

- Library Orientation
- Using the Library OPAC (Destiny Library Manager)
- Exploring various types of literature and informational works. (See Reading Textbook)
- Being Responsible Digital Citizens
  - Social Media, internet, and cellphone education
  - and safety
  - What’s Cyber bullying?
  - Opps! I broadcast it on the Internet.
  - What is a good digital citizen?

### Additional Resources

- Destiny Library Manager helps in (Safari Montage)
- Citizenship of Cyberspace
- Cyberwise
- Netzsmarts
- NetSafteUtah
- CommonSense Media
- Course Hero – Digital Citizenship Flashcards
- Digital Citizenship Glossary
- Types of Literature

### Information Literacy Language Objectives

- Compare and contrast texts in different formats and genres.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Interpret information presented in diverse media formats.

### Assessment Options:

- Observation, Unit Test, Role Playing, Self Assessment, Survey Quizzes, Discussion, Procedure quiz, library notebook, Reading log

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<td><strong>Concepts:</strong></td>
<td>Resource Location – Copyright Laws, Plagiarism, Evaluating online resources</td>
<td><strong>Skills:</strong> Understanding, Applying, Analyzing</td>
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<td><strong>Standards:</strong></td>
<td><strong>Strand 1 – Information Literacy</strong></td>
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<td>Standard 2- Students identify, evaluate, and select potential information resources available in or through the school library media center.</td>
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<td>Standard 3- Students locate resources and access information within resources.</td>
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**Library Content Objectives**
- I can locate and read informational works.
- I can do an effective web search for information.
- I can evaluate a digital resource to determine if information is fact based and credible.
- I can gather information while following copyright laws.
- I can cite information I intend to use for research purposes.

**Vocabulary students should use**
- Copyright
- Intellectual Property
- Creative Commons
- Plagiarism
- Public Domain
- Primary Source
- Secondary Source
- Fair Use
- Search Engine
- database
- bibliography
- Citation
- Quotation
- Keywords
- Trunckation
- Subject Heading
- Boolean operators
- MLA format
- Key Phrase
- Authentication

**Lessons**
- Locating and Extracting Resources
  - Doing effective web searches
  - Evaluating Web Resources
  - Good Web Search Practices
  - Website evaluation
- Copyright law and Plagiarism
- Citing of Resources

**Information Literacy Language Objectives**
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an author’s point of view or purpose in a text.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Additional Resources**
- Pioneer Library
- Defining Primary and Secondary Sources
- Boolify – Information Literacy Tool
- CommonSense Media – Searching the Web
- Teaching Students to Effectively use the Internet
- Rating Websites
- Identifying High-Quality Sites Lesson
- Evaluating Information from Websites
- Kids Health – What is Plagiarism?
- Exploring Plagiarism, Copyright, and Paraphrasing
- Teaching Copyright
- Copyright with Cyberbee
- Citation Maker
- Bibme citation maker

**Assessment Options:**
Quizzes, Discussion, Procedure quiz, library notebook, demonstration

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### Library Media Content Objectives
- I can identify an information problem and determine a specific topic.
- I can create a plan for finding the information that I need.
- I can locate the resources that I need to solve my information problem and extract information from those resources.
- I can identify different types of resources and determine which will best provide the information that I need.
- I can use the information to create something that I can share with others.
- I can evaluate to see if I am done with my project and have answered the information problem.

### Vocabulary students should use
- research
- information
- topic
- task
- sources
- resources
- product
- print materials
- Electronic Resources
- Primary source
- Secondary source
- Databases
- Copyright
- Citation
- Plagiarism
- Summarizing
- Evaluation

### Lessons
- Information Literacy - Big 6 (Research Skills)
  - Task Definition – What Information is needed
  - Information Seeking Strategies- Selecting Sources
  - Location and Access of Information- Finding Information
  - Use of Information – Using and Extracting Information
  - Synthesis of Information- Organizing and Presenting results
  - Evaluation of Process

Research topic should be selected from a content area such as Science, Social Studies, Health, etc.

### Information Literacy Language Content
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

### Additional Resources
- [The Big 6 site](#)
- [Information Age Inquiry Site](#)
- [Online resources to support the Big6](#)
- [School Library Journal on Teaching the Big6](#)
- [How do I teach using the Big6](#)
- [The Bright Bird – A story to teach the Big6](#)
- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet to produce and publish writing.
- Conduct short research projects.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes.

**Assessment Options:**
Rubric, Presentation, Demonstration, Notes, Interview, Peer Review

- See list of resources for Quarter 2
## Library Media

### 6th Grade

### Quarter 4

#### Concepts:
- Media Literacy – digital citizenship,

#### Skills:
- Analysis, communication

#### Standards:

**Strand 3 – Media Literacy**

- **Standard 10** - Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.
- **Standard 11** - Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.
- **Standard 12** - Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
- **Standard 13** – Students produce media message in selected formats.

### Library Media Content Objectives

- I can identify and analyze different types of media.
- I can identify the purpose of a media message.
- I can recognize different points of view.
- I can determine the difference between real, realistic, and unreal content.
- I can create a media message to share an important message.

### Vocabulary students should use

- Media
- Media Literacy
- Mass Media
- Local Media
- Availability
- Cost
- Audience
- Appeal
- Ease of Use
- Cultural
- Geographic
- Historical
- Copyright
- Consumers
- Communication
- Stereotyping
- Peers
- Parents
- Community
- Format
- Materials

### Lessons

- What is the purpose of media
- Types of media
- Citizen’s rights and responsibility
- Recognize how media influences our decisions
- Using Media for educational purposes
- Evaluating elements of media
- Making wise media choices
- Recognizing differing Viewpoints
- Real, realistic, and unreal content
- Produce a media message
- Students develop and apply criteria for a quality media production
- Draft and refine the message

### Media Literacy Language Objectives

- Determine a central idea of text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Determine the meaning or words and phrases as they are used in text.
- Determine an author’s point of view or purpose of text and explain how it is conveyed in the text.
- Trace and evaluate the argument and specific claims in

### Additional Resources

- Media Literacy for students and teachers
- Analyzing a visual message – Read, Write, Think
- Media Literacy info for teachers
- Assignment Media Literacy Lesson Plans
- PBS – Don’t Buy It – Get Media Smart
- Raising a Digital Child Article for Teachers
- Learn the Ropes on Digital Citizenship
- Advertising Activities for Kids
- 45 Media Literacy Activity Ideas
- Busting the Tabacco Ads
- Critical Media Literacy – TV Programs

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a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas.
- Include Multimedia components and visual displays in presentations to clarify information.

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- Critical Media Literacy – Commercial Advertising
- Fact Vs. Opinion in Advertising