

Library Media	6th Grade	Quarter 1	
<b>Concepts:</b>		<b>Skills:</b>	
Exploration of Literature , Digital Citizenship – Internet Etiquette and safety		<b>Understanding, Applying, Evaluate</b>	
<b>Standards:</b>			
<p><b>Strand 2 – Literature</b> - Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.</p> <p><b>Standard 8, Objective 3:</b> Explore and describe the characteristics of various types of literature. Read informational works.</p> <p><b>Standard 9, Objective 1:</b> Listen to and read a variety of literature to enhance selection.</p> <p><b>Strand 3 – Media Literacy</b></p> <p><b>Standard 10, Objective 3:</b> Explain citizens’ rights and responsibilities with respect to media.</p>			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can identify different locations in a library.</li> <li>I read a wide variety of types of literature including informational works.</li> <li>I can use my Library OPAC (Destiny) to locate resources within my school library and the public library.</li> <li>I can identify unsafe practices while engaged with digital media.</li> <li>I can share ways to be a good digital citizen.</li> <li>I can identify ways to protect myself while I am online.</li> <li>I can interact and collaborate appropriately in a digital environment.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Citizenship</li> <li>Uncomfortable</li> <li>Monitor (Verb)</li> <li>Cyber bullying</li> <li>Harassment</li> <li>Netiquette</li> <li>Social Media</li> <li>Email</li> <li>Digital Footprint</li> </ul>	<ul style="list-style-type: none"> <li>File Sharing</li> <li>Privacy</li> <li>Identity theft</li> <li>Download</li> <li>Upload</li> <li>Predator</li> <li>Blog</li> <li>Digital Commerce</li> <li>Avatar</li> <li>Emoticon</li> <li>Bystanders</li> </ul>	<ul style="list-style-type: none"> <li>Library Orientation</li> <li>Using the Library OPAC (Destiny Library Manager)</li> <li>Exploring various types of literature and informational works. (See Reading Textbook)</li> <li>Being Responsible Digital Citizens <ul style="list-style-type: none"> <li>Social Media, internet, and cellphone educate and safety</li> <li><a href="#">What’s Cyber bullying?</a></li> <li><a href="#">Opps! I broadcast it on the Internet.</a></li> <li><a href="#">What is a good digital citizen?</a></li> </ul> </li> </ul>
Information Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>Compare and contrast texts in different formats and genres.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>Interpret information presented in divers media formats.</li> </ul>			<ul style="list-style-type: none"> <li>Destiny Library Manager helps in (Safari Montage)</li> <li><a href="#">Citizenship of Cyberspace</a></li> <li><a href="#">Cyberwise</a></li> <li><a href="#">Netzsmarts</a></li> <li><a href="#">NetSaftUtah</a></li> <li><a href="#">CommonSense Media</a></li> <li><a href="#">Course Hero –Digital Citizenship Flashcards</a></li> <li><a href="#">Digital Citizenship Glossary</a></li> <li><a href="#">Types of Literature</a></li> </ul>
<p><b>Assessment Options:</b> Observation, Unit Test, Role Playing, Self Assessment, Survey Quizzes, Discussion, Procedure quiz, library notebook, Reading log</p>			

Library Media	6 <sup>th</sup> Grade	Quarter 2	
<b>Concepts:</b>		<b>Skills:</b>	
Resource Location – Copyright Laws, Plagiarism, Evaluating online resources		Understanding, Applying, Analyzing	
<b>Standards:</b>			
<b>Strand 1 – Information Literacy</b>			
<b>Standard 2-</b> Students identify, evaluate, and select potential information resources available in or through the school library media center. <b>Standard 3-</b> Students locate resources and access information within resources.			
Library Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can locate and read informational works.</li> <li>I can do an effective web search for information.</li> <li>I can evaluate a digital resource to determine if information is fact based and credible.</li> <li>I can gather information while following copyright laws.</li> <li>I can cite information I intend to use for research purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Copyright</li> <li>Intellectual Property</li> <li>Creative Commons</li> <li>Plagiarism</li> <li>Public Domain</li> <li>Primary Source</li> <li>Secondary Source</li> <li>Fair Use</li> </ul>	<ul style="list-style-type: none"> <li>Search Engine</li> <li>database</li> <li>bibliography</li> <li>Citation</li> <li>Quotation</li> <li>Keywords</li> <li>Trunkation</li> <li>Subject Heading</li> <li>Boolean operators</li> <li>MLA format</li> <li>Key Phrase</li> <li>Authentication</li> </ul>	<ul style="list-style-type: none"> <li>Locating and Extracting Resources <ul style="list-style-type: none"> <li>Doing effective web searches</li> <li>Evaluating Web Resources</li> <li>Good Web Search Practices</li> <li>Website evaluation</li> </ul> </li> <li>Copyright law and Plagiarism</li> <li>Citing of Resources</li> </ul>
Information Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>Determine an author’s point of view or purpose in a text.</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Pioneer Library</a></li> <li><a href="#">Defining Primary and Secondary Sources</a></li> <li><a href="#">Boolify</a> – Information Literacy Tool</li> <li><a href="#">CommonSense Media – Searching the Web</a></li> <li><a href="#">Teaching Students to Effectively use the Internet</a></li> <li><a href="#">Rating Websites</a></li> <li><a href="#">Identifying High-Quality Sites Lesson</a></li> <li><a href="#">Evaluating Information from Websites</a></li> <li><a href="#">Kids Health – What is Plagiarism?</a></li> <li><a href="#">Exploring Plagiarism, Copyright, and Paraphrasing</a></li> <li><a href="#">Teaching Copyright</a></li> <li><a href="#">Copyright with Cyberbee</a></li> <li><a href="#">Citation Maker</a></li> <li><a href="#">Bibme citation maker</a></li> </ul>
<b>Assessment Options:</b>			
Quizzes, Discussion, Procedure quiz, library notebook, demonstration			

Library Media	6th Grade	Quarter 3	
<b>Concepts:</b>		<b>Skills:</b>	
Information Literacy – Research Skills		Apply, Analysis, Evaluation, Create	
<b>Standards:</b>			
<b>Strand 1- Information Literacy</b> <b>Standard 1:</b> Students define an information problem and identify information needed to solve the problem. <b>Standard 2:</b> Students identify, evaluate, and select potential information resources available in or through the school library media center. <b>Standard 3:</b> Students locate resources and access information within resources. <b>Standard 4:</b> Students engage and extract Information. <b>Standard 5:</b> Students, organize, synthesize and present information. <b>Standard 6:</b> Students evaluate the product and the process.			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can identify an information problem and determine a specific topic.</li> <li>I can create a plan for finding the information that I need.</li> <li>I can locate the resources that I need to solve my information problem and extract information from those resources.</li> <li>I can identify different types of resources and determine which will best provide the information that I need.</li> <li>I can use the information to create something that I can share with others.</li> <li>I can evaluate to see if I am done with my project and have answered the information problem.</li> </ul>	<ul style="list-style-type: none"> <li>research</li> <li>information</li> <li>topic</li> <li>task</li> <li>sources</li> <li>resources</li> <li>product</li> <li>print materials</li> <li>Electronic Resources</li> </ul>	<ul style="list-style-type: none"> <li>Primary source</li> <li>Secondary source</li> <li>Databases</li> <li>Copyright</li> <li>Citation</li> <li>Plagiarism</li> <li>Summarizing</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Information Literacy - Big 6 (Research Skills) <ul style="list-style-type: none"> <li>Task Definition – What Information is needed</li> <li>Information Seeking Strategies- Selecting Sources</li> <li>Location and Access of Information- Finding Information</li> <li>Use of Information – Using and Extracting Information</li> <li>Synthesis of Information- Organizing and Presenting results</li> <li>Evaluation of Process</li> </ul> </li> </ul> <p>Research topic should be selected from a content area such as Science, Social Studies, Health, etc.</p>
Information Literacy Language Content			Additional Resources
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">The Big 6 site</a></li> <li><a href="#">Information Age Inquiry Site</a></li> <li><a href="#">Online resources to support the Big6</a></li> <li><a href="#">School Library Journal on Teaching the Big6</a></li> <li><a href="#">How do I teach using the Big6</a></li> <li><a href="#">The Bright Bird – A story to teach the Big6</a></li> </ul>

<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Use technology, including the Internet to produce and publish writing.</li> <li>• Conduct short research projects.</li> <li>• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes.</li> </ul>			<ul style="list-style-type: none"> <li>• See list of resources for Quarter 2</li> </ul>
<p><b>Assessment Options:</b>  Rubric, Presentation, Demonstration, Notes, Interview, Peer Review</p>			

Library Media	6th Grade	Quarter 4	
<b>Concepts:</b>		<b>Skills:</b>	
Media Literacy – digital citizenship,		Analysis, communication	
<b>Standards:</b>			
<b>Strand 3 – Media Literacy</b>			
<p><b>Standard 10</b> - Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision-making and healthy lifestyles.</p> <p><b>Standard 11</b> - Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.</p> <p><b>Standard 12</b> - Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.</p> <p><b>Standard 13</b> – Students produce media message in selected formats.</p>			
Library Media Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can identify and analyze different types of media.</li> <li>I can identify the purpose of a media message.</li> <li>I can recognize different points of view.</li> <li>I can determine the difference between real, realistic, and unreal content.</li> <li>I can create a media message to share an important message.</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Media Literacy</li> <li>Mass Media</li> <li>Local Media</li> <li>Availability</li> <li>Cost</li> <li>Audience Appeal</li> <li>Ease of Use</li> <li>Cultural</li> <li>Geographic</li> <li>Historical</li> </ul>	<ul style="list-style-type: none"> <li>Copyright</li> <li>Consumers</li> <li>Communication</li> <li>Stereotyping</li> <li>Peers</li> <li>Parents</li> <li>Community</li> <li>Format</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of media <ul style="list-style-type: none"> <li>Types of media</li> <li>Citizen’s rights and responsibility</li> <li>Recognize how media influences our decisions</li> </ul> </li> <li>Using Media for educational purposes <ul style="list-style-type: none"> <li>Evaluating elements of media</li> <li>Making wise media choices</li> </ul> </li> <li>Recognizing differing Viewpoints <ul style="list-style-type: none"> <li>Real, realistic, and unreal content</li> </ul> </li> <li>Produce a media message <ul style="list-style-type: none"> <li>Students develop and apply criteria for a quality media production</li> <li>Draft and refine the message</li> </ul> </li> </ul>
Media Literacy Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>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.</li> <li>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> <li>Determine the meaning or words and phrases as they are used in text.</li> <li>Determine an author’s point of view or purpose of text and explain how it is conveyed in the text.</li> <li>Trace and evaluate the argument and specific claims in</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Media Literacy for students and teachers</a></li> <li><a href="#">Analyzing a visual message – Read, Write, Think</a></li> <li><a href="#">Media Literacy info for teachers</a></li> <li><a href="#">Assignment Media Literacy Lesson Plans</a></li> <li><a href="#">PBS – Don’t Buy It – Get Media Smart</a></li> <li><a href="#">Raising a Digital Child Article for Teachers</a></li> <li><a href="#">Learn the Ropes on Digital Citizenship</a></li> <li><a href="#">Advertising Activities for Kids</a></li> <li><a href="#">45 Media Literacy Activity Ideas</a></li> <li><a href="#">Busting the Tobacco Ads</a></li> <li><a href="#">Critical Media Literacy – TV Programs</a></li> </ul>

<p>a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <ul style="list-style-type: none"> <li>• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas.</li> <li>• Include Multimedia components and visual displays in presentations to clarify information.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Critical Media Literacy – Commercial Advertising</a></li> <li>• <a href="#">Fact Vs. Opinion in Advertising</a></li> </ul>
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**Assessment Options:**  
 Rubric, discussion, demonstration, written test, questionnaire, notebook entries, multimedia presentation