

**SCS LIBRARY CURRICULUM (SECONDARY)  
QUARTER 1—RESEARCH PROCESS**

Library Target Skills	Essential Questions	Suggested Resources	<a href="#">AASL Standards</a>	TN Academic Standards <a href="#">ELA Standards</a> <a href="#">Math Standards</a> <a href="#">Science Standards</a> <a href="#">Social Studies Standards</a> <a href="#">CTE Standards</a>
Library Orientation	<p>What are the library rules and hours?</p> <p>Why should I come to the library?</p> <p>How is the library organized?</p> <p>What additional features are in the library?</p> <p>What is OPAC?</p> <p>How do I use OPAC?</p> <p>Should I consider becoming a librarian?</p>	<p><a href="#">Using OPAC</a></p> <p><a href="#">Becoming A Librarian</a></p> <p>Library Orientation Ideas:</p> <ul style="list-style-type: none"> <li>• <a href="#">Library Orientation Breakout</a></li> <li>• <a href="#">Breakout EDU on a budget</a></li> <li>• <a href="#">Library Orientation Games</a></li> </ul>	<p>IV.A.1 Determining the need to gather information.</p> <p>IV.A.2 Identifying possible sources of information.</p> <p>IV.A.3 Making critical choices about information sources to use.</p> <p>IV.B.1 Seeking a variety of sources.</p> <p>IV.C.1 Accessing and evaluating collaboratively constructed information sites.</p> <p>IV.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources</p>	<p><a href="#">ELA Standards</a> (6.7.8.) W.RBPK.7 Conduct research to answer a question (including a self-generated question), Drawing on multiple sources and generating additional related, focused questions. (6.7.8.) SL.CC.1 Prepare for collaborative discussions on grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p>
Research Process in Detail	<p>Why is it important for me to learn how to research?</p> <p>What are the major components of a project?</p>	<p><a href="#">Big 6 Model</a></p> <p><a href="#">Cornell Notes</a></p> <p><a href="#">Graphic Organizers</a></p> <p><a href="#">APA/MLA</a></p>	<p>I.A.1 Formulating questions about a personal interest or a curricular topic.</p> <p>I.A.2 Recalling prior and background knowledge as context for new meaning.</p> <p>IV.A.1 Determining the need to gather information.</p>	<p><a href="#">ELA Standards</a> (6.7.8.) W.RBPK.7 Conduct research to answer a question (including a self-generated question), Drawing on multiple sources and generating additional related, focused questions. <a href="#">CTE Standards</a></p>

	<p>Why should I take notes?</p> <p>What format can I use for taking notes?</p> <p>What is a bibliography?</p> <p>How do I create a bibliography?</p>	<p><a href="#">Scholastic Activities to Teach Note-taking</a></p> <p><a href="#">Citation Machine</a></p> <p><a href="#">EasyBib</a></p> <p><a href="#">Cite This For Me</a></p>	<p>IV.A.2 Identifying possible sources of information.</p> <p>IV.A.3 Making critical choices about information sources to use.</p> <p>V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>	<p>6.1 Drawing on multiple sources (such as the Internet, textbooks, videos, and journals), investigate historical figures and milestones in science, technology, engineering, and mathematics</p> <p>6.7 Research various occupations in each of the six STEM-intensive career clusters:</p>
<p>Presentation Options (technology component)</p>	<p>What are some of the major presentation options?</p> <p>How do I choose presentation option that will best display my research?</p>	<p>Google Docs</p> <p>Microsoft Office</p> <p><a href="#">Not Another PowerPoint</a></p> <p><a href="#">Powtoons</a></p>	<p>I.B.3 Generating products that illustrate learning.</p> <p>IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</p>	<p><u>ELA Standards</u></p> <p>6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.</p> <p>7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.</p> <p>8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.</p> <p><u>CTE Standards</u></p> <p>6.1 Drawing on multiple sources (such as the internet, textbooks, videos, and journals), research technologies that have benefited society. Create a presentation illustrating society's role in the creation of a chosen technology.</p>

<p>Intellectual Freedom</p>	<p>What is the Library Bill of Rights?</p> <p>What is Intellectual Freedom?</p> <p>What is censorship?</p>	<p><a href="#">1st Amendment</a></p> <p><a href="#">Banned Book Week</a></p>	<p>VI.D.1 Personalizing their use of information and information technologies.</p> <p>VI.D.2 Reflecting on the process of ethical generation of knowledge.</p> <p>VI.D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>	<p><u>ELA Standards</u> (7.8.) W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p><b>Literary Events:</b></p>	<p>* <b>National Hispanic Heritage Month (Sept.)</b></p> <p>* <b>Library Card Month (Sept.)</b></p> <p>* <b>Teen Read Week (Oct.)</b></p> <p>* <b>Banned Book Week (Oct.)</b></p>			