

**SCS LIBRARY CURRICULUM (SECONDARY)  
QUARTER 2—INFORMATION RESOURCES**

Library Target Skills	Essential Questions	Suggested Resources	<a href="#"><u>AASL Standards</u></a>	TN Academic Standards <a href="#"><u>ELA Standards</u></a> <a href="#"><u>Math Standards</u></a> <a href="#"><u>Science Standards</u></a> <a href="#"><u>Social Studies Standards</u></a> <a href="#"><u>CTE Standards</u></a>
<p>Print/Digital Resources</p> <p>TEL/GALE/World Book Britannica</p> <p>(technology component)</p>	<p>What is the difference between non-print and print resources?</p> <p>What type of online resources should I use?</p> <p>How do I use online resources effectively?</p> <p>How do I use a book's index?</p> <p>What is a Boolean search?</p>	<p><a href="#"><u>Tennessee Electronic Library</u></a></p> <p><a href="#"><u>Britannica</u></a></p> <p><a href="#"><u>GALE</u></a></p> <p><a href="#"><u>World Book</u></a></p> <p><a href="#"><u>Slideshare</u></a></p>	<p>IV.A.2. Identifying possible sources of information.</p> <p>IV.B.1 Seeking a variety of sources.</p> <p>IV.B.2 Collecting information representing diverse perspectives.</p>	<p><u>ELA Standards</u></p> <p>(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.</p> <p>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><u>Social Studies Standards</u></p> <p>6-8 SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>• Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li> <li>• Graphic representations (e.g., maps, timelines, charts, photographs, artwork)</li> <li>• Artifacts</li> </ul>

				<ul style="list-style-type: none"> <li>• Media and technology sources</li> </ul> <p><u>CTE Standards</u> 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>
Understanding Academic Integrity	<p>What is plagiarism?</p> <p>Why is plagiarism wrong?</p> <p>Why do I need to cite sources?</p> <p>What is the Fair Use Act?</p> <p>What is copyright law?</p>	<p><a href="#">Plagiarism.org</a></p> <p><a href="#">Read Write Think</a></p> <p><a href="#">Plagiarism Detector</a></p> <p><a href="#">Copyright for Teachers</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>VI.A.1 Responsibly applying information, technology, and media to learning.</p> <p>VI.A.2 Understanding the ethical use of information, technology, and media</p> <p>VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>VI.B.1 Ethically using and reproducing others' work.</p> <p>VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>VI.B.3 Including elements in personal-knowledge products that allow others to credit content appropriately</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> (6.7.8.) W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently.</p>
Evaluation of Resources	<p>Why do I need to evaluate my resources?</p>	<p><a href="#">Kathy Schrock</a></p>	<p>IV.A.1 Determining the need to gather information.</p> <p>IV.A.2 Identifying possible sources of information</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;</p>

	<p>How do I evaluate the credibility of sources?</p> <p>How do I determine which sources to use for my research?</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.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources</p> <p>V1. A.2 Understanding the ethical use of information, technology, and media.</p> <p>V1. A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>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>Primary/Secondary Resources</p>	<p>What are some examples of primary and secondary resources?</p> <p>When are primary/secondary sources necessary?</p>	<p><a href="#">BMCC Library</a></p> <p><a href="#">George Bush Library</a></p> <p><a href="#">Teaching History</a></p> <p><a href="#">Primary vs. Secondary Sources</a></p>	<p>IV.B.4 Organizing information by priority, topic, or other systematic scheme.</p> <p>IV.B.1 Seeking a variety of sources.</p>	<p><u>ELA Standards</u></p> <p>(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 that allow for multiple avenues of exploration.</p> <p>6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.</p> <p><u>Social Studies Standards</u></p> <p>6-8 SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li> <li>● Graphic representations (e.g., maps, timelines, charts, photographs, artwork)</li> <li>● Artifacts</li> <li>● Media and technology sources</li> </ul>

				<p>6-8 SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Extract and paraphrase significant ideas and relevant information</li> <li>● Distinguish the difference between fact and opinion</li> <li>● Draw inferences and conclusions</li> <li>● Recognize author’s purpose, point of view, and bias</li> <li>● Assess the strengths and limitations of arguments</li> </ul> <p>6 – 8 SSP.03 Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> <li>● Recognize differences among multiple accounts</li> <li>● Establish validity by comparing and contrasting multiple sources</li> <li>● Frame appropriate questions for further investigation</li> </ul>
<b>Literary Events:</b>	<b>* Holiday related literature and activities (Halloween, Thanksgiving, Kwanzaa, Hanukkah, Christmas)</b>			