

# Pocono Mountain School District

## Library Media Curriculum, Grades 9-12

<b>Concept: Effective readers use appropriate strategies to construct meaning.</b>				
<b>Essential Questions:</b>				
How do strategic readers create meaning from informational and literary text?				
What is this text really about?				
How do readers know what to believe?				
How does what readers read influence how they should read it?				
How does a reader's purpose influence how text should be read?				
PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.2.D	11-12	Determining Author's Point of View	Evaluate author's credentials and background to determine point of view or purpose.	Performance Tasks
ELA 1.2.D	9-10		Identify author's credentials and background to determine point of view.	
ELA 1.2.G	11-12	Evaluating Diverse Media	Evaluate information found in multiple sources and mediums to address a question or solve a problem.	Performance Tasks
ELA 1.2.G	9-10		Analyze information found in different mediums.	
ELA 1.2.H	11-12	Evaluating Arguments	Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy, and currency.	Outlines Performance Tasks
ELA 1.2.H	9-10		Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy, and currency.	
ELA 1.2.L RWST 3.5.I RWHSS 8.5.I	9-10-11-12	Selecting Informational Texts and Literary Nonfiction	Independently locate and select literary nonfiction and informational texts on grade level.	Observation Teacher Designed Assessments
ELA 1.2.L RWST 3.5.I RWHSS 8.5.I	9-10-11-12		Independently use various print and digital reference sources.	
RWST 3.5.A RWHSS 8.5.A RWHSS 8.5.I	9-10-11-12	Drawing Evidence: Primary and Secondary Sources	Use and cite specific textual evidence in primary and secondary sources.	Assessment of Projects Performance Tasks

<b>ELA 1.3.K</b>	<b>9-10-11-12</b>	Selecting Literary Fiction	Independently select grade-level-appropriate literary fiction in a variety of genres.	Observation
<b>ELA 1.3.K</b>	<b>9-10-11-12</b>		Apply strategies to create meaning from literary fiction.	Teacher Designed Assessments
<b>ELA 1.3.K</b>	<b>9-10-11-12</b>		Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	
<b>Enrichment:</b>	Write a Genre Review for The New York Times Book Review.			
<b>Remediation:</b>	Use a graphic organizer to illustrate evidence found in primary and secondary sources.			
<b>Resources:</b>	Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .			

**Concept: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.**

**Essential Questions:**

How do readers know what to believe in what they read, hear and view?

How does interaction with text provoke thinking and response?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.I ELA 1.4.W RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E	9-10-11-12	Evaluating Sources	Identify alternate or opposing claims.	Discussions Performance Tasks Assessments of Projects Rubrics
ELA 1.4.I RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E BCIT 15.4.L	9-10-11-12		Evaluate source for credibility, relevance, currency, and accuracy.	
ELA 1.4.I RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E BCIT 15.4.L	9-10-11-12		Use variety of sources and points of view to avoid excessive bias.	
ELA 1.4.I RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E BCIT 15.4.L	9-10-11-12		Acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument.	
ELA 1.2.G RWST 3.5.G RWHSS 8.5.G BCIT 15.3.E	11-12	Integrating Diverse Media	Synthesize information found in multiple sources.	Assessment of Projects
ELA 1.2.G RWST 3.5.G RWHSS 8.5.G BCIT 15.3.E	9-10		Integrate information from various mediums to understand topic or issue.	Rubrics
ELA 1.2.D RWST 3.5.H RWHSS 8.5.H	9-10-11-12	Evaluating Arguments	Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy, and currency.	

<b>ELA 1.2.G</b> <b>RWHSS 3.5.I</b> <b>RWHSS 8.5.I</b> <b>BCIT 15.3.I</b>	<b>11-12</b>	Synthesizing Information	Synthesize information found in multiple sources and in experiments, simulations, video, or multimedia sources with information found in text.	Assessment of Projects Performance Tasks Teacher Designed Assessments Rubrics
<b>RWST 3.6.H</b> <b>RWHSS 8.6.H</b>	<b>9-10-11-12</b>		Select information from informational texts that support analysis, reflection and research.	
<b>RWST 3.5.I</b> <b>RWHSS 8.5.I</b> <b>BCIT 15.3.I</b>	<b>9-10</b>		Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.	
<b>ELA 1.4.V</b> <b>RWST 3.6.F</b> <b>RWHSS 8.6.F</b> <b>BCIT 15.3.C</b>	<b>9-10-11-12</b>	Research Process: Developing Research Topic and Question(s)	As part of a research process, narrow a self-generated, broad research question by focusing on particular aspects of the question or problem, identifying relevant keywords and subject headings, and/ or using search limiters.	Graphic Organizers Outlines Checklists Performance Tasks Assessment of Projects
<b>ELA 1.4.V</b> <b>RWST 3.6.F</b> <b>RWHSS 8.6.F</b> <b>BCIT 15.3.C</b>	<b>9-10-11-12</b>		As part of a research process, compare several points of view about same issue, evaluating strengths and weaknesses of arguments.	
<b>ELA 1.4.V</b> <b>RWST 3.6.F</b> <b>RWHSS 8.6.F</b> <b>BCIT 15.3.C</b>	<b>9-10-11-12</b>		As part of a research process, formulate personal opinion about topic or issue.	
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>9-10-11-12</b>	Research Process: Accessing, Identifying, and Evaluating Resources	As part of a research process, access print sources using features of OPAC and within source itself.	Observation Performance Tasks Teacher Designed Assessments Checklists
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>9-10-11-12</b>		As part of a research process, use search functions of database to access digitally stored sources.	
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>9-10-11-12</b>		As part of a research process, differentiate between natural-language searching and keyword/controlled vocabulary searching.	
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>9-10-11-12</b>		As part of a research process, narrow or broaden search by identifying relevant keywords and subject headings and using search limiters.	

RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I	9-10-11-12	Research Process: Accessing, Identifying, and Evaluating Resources (cont'd)	As part of a research process, evaluate variety of sources and formats, including print and Internet web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness.	Performance Tasks Teacher Designed Assessments Checklists Observation
RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I	9-10-11-12		As part of a research process, verify information by checking facts in alternate sources.	
ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L	9-10-11-12	Research Process: Synthesizing Information	As part of a research process, selectively take notes on information to support own position.	Graphic Organizers Outlines Performance Tasks
ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L	9-10-11-12		As part of a research process, synthesize information gathered from multiple sources.	
ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L	9-10-11-12		As part of a research process, use summaries, paraphrasing, and quotations to create a report.	
ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L	9-10-11-12		As part of a research process, document use of the information and ideas of others using standard bibliographic citation format within text.	
ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L	9-10-11-12		As part of a research process, provide bibliography or list of works cited using standard bibliographic citation format.	
BCIT 15.4.L	9-10-11-12		Research Process: Note-taking Strategies	
<b>Enrichment:</b> Develop a research topic for a newspaper article. <b>Remediation:</b> Work with a partner to take notes and formulate an argument to support own position. <b>Resources:</b> Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .				

**Concept:** Active listeners construct meaning from what they hear by questioning, reflecting, responding, and evaluating.

**Essential Questions:**

What do good listeners do?

How do active listeners construct meaning?

How do active listeners know what to believe in what they hear?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.5.C	11-12	Evaluating, Analyzing, and Integrating Information	Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources.	Performance Tasks Rubrics Teacher Designed Assessments Assessment of Projects
ELA 1.5.C	11-12		Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements.	
ELA 1.5.C	11-12		Identify any discrepancies among data presented in different formats, whether within a single source or among multiple sources.	
ELA 1.5.C	11-12		Use evaluation tools to determine data most likely to be accurate.	
ELA 1.5.C	9-10		Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources.	
ELA 1.5.C	9-10		Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements.	

**Enrichment:** After researching a topic, design a campaign to persuade others to join your cause.

**Remediation:** Work in a small group to design a multimedia campaign to persuade others to join your cause.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept:** Effective speakers prepare and communicate messages to address the audience and purpose.

**Essential Questions:**  
How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do active listeners construct meaning?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.5.F	9-10-11-12	Preparing Multimedia Presentations	Select or create digital media elements that are interesting, appropriate for target audience, and help audience understand research findings, reasoning, and evidence.	Rubrics Performance Tasks Teacher Designed Assessments
ELA 1.5.F	9-10-11-12		Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation.	

**Enrichment:** Prepare a public service announcement to fight bullying.  
**Remediation:** Design an anti-bullying poster.  
**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept: Effective research requires the use of varied resources to gain or expand knowledge.**

**Essential Questions:**

- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.S	9-10-11-12	Drawing Evidence from Text	Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level appropriate literature or literary nonfiction.	Performance Tasks Teacher Designed Assessments
ELA 1.4.S	9-10-11-12		Identify memoirs as examples of grade-level appropriate literary nonfiction (i.e., nonfiction told as a story).	
ELA 1.4.S	9-10-11-12		Draw evidence from text to answer information need.	
ELA 1.4.V	9-10-11-12	Research Process: Effective Inquiry	Conduct short as well as more sustained research projects.	Assessment of Projects Rubrics
ELA 1.4.W RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E	9-10-11-12	Research Process: Evaluating Sources	Identify author's purpose and intended audience when evaluating usefulness of source.	Assessment of Projects Performance Tasks Rubrics Teacher Designed Assessments Checklists
ELA 1.4.W RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E	9-10-11-12		Use variety of sources and points of view to avoid excessive bias.	
ELA 1.4.W RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E	9-10-11-12		Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.	
ELA 1.4.W BCIT 15.3.E	9-10-11-12		As part of a research process, access print sources using features of OPAC and within source itself.	
ELA 1.4.W BCIT 15.3.E	9-10-11-12		As part of a research process, use search functions of database to access digitally stored sources.	
ELA 1.4.W BCIT 15.3.E	9-10-11-12		As part of a research process, differentiate between natural-language searching and keyword/controlled vocabulary searching.	
ELA 1.4.W BCIT 15.3.E	9-10-11-12		As part of a research process, narrow or broaden search by identifying relevant keywords and subject headings and using search limiters.	

<b>ELA 1.4.W</b> <b>BCIT 15.3.E</b>	<b>9-10-11-12</b>		As part of a research process, evaluate variety of sources and formats, including print and Internet web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness.	
<b>ELA 1.4.W</b> <b>BCIT 15.3.E</b>	<b>9-10-11-12</b>		As part of a research process, verify information by checking facts in alternate sources.	
<b>ELA 1.4.W</b>	<b>9-10-11-12</b>	Research Process: Note-taking Strategies and Presenting Research Findings	As part of a research process, selectively take notes on information that will support own position.	Performance Tasks Teacher Designed Assessments Outlines
<b>ELA 1.4.W</b>	<b>9-10-11-12</b>		As part of a research process, use quotations and paraphrasing in work without plagiarizing.	
<b>ELA 1.4.W</b>	<b>9-10-11-12</b>		As part of a research process, document the use of the ideas of others using standard citation formatting within text.	
<b>ELA 1.4.W</b>	<b>9-10-11-12</b>		As part of a research process, provide a bibliography or list of works cited using standard bibliographic citation format.	
<b>Enrichment:</b>	Prepare a press release about a topic.			
<b>Remediation:</b>	Work with a partner or small group to locate information and take notes on a topic.			
<b>Resources:</b>	Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .			

**Concept:** Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

**Essential Questions:**

What makes clear and effective writing?

Why do writers write? What is the purpose?

Who is the audience? What will work best for the audience?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.U RWST 3.6.E RWHSS 8.6.E BCIT 15.3.W	9-10-11-12	Producing and Publishing with Technology	Use ongoing feedback and technology to produce, publish, and update individual or shared writing products ethically.	Observation Teacher Designed Assessments Rubrics
ELA 1.4.U RWST 3.6.E RWHSS 8.6.E BCIT 15.3.W	9-10-11-12		Present relationships between information and ideas.	

**Enrichment:** Design a public service announcement promoting digital citizenship in schools.

**Remediation:** Work with a partner to create a digital anti-bullying infographic.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept: Responsible citizens use information ethically and productively in a global society.**

**Essential Questions:**

How do responsible citizens use information ethically?

How do responsible citizens use information productively in a global society?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
RWST 3.6.G RWHSS 8.6.G	11-12	Using Information Ethically and Responsibly	Use variety of sources and points of view to avoid excessive bias.	Assessment of Projects Teacher Designed Assessments Rubrics
RWST 3.6.G RWHSS 8.6.G	11-12		Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.	
RWST 3.6.G RWHSS 8.6.G	9-10-11-12		Use summaries, paraphrases and quotations.	
RWST 3.6.G RWHSS 8.6.G	9-10-11-12		Document use of information and ideas of others by using standard bibliographic citation format within text.	
RWST 3.6.G RWHSS 8.6.G	9-10-11-12		Provide bibliography or list of works cited, using standard bibliographic citation format.	
BCIT 15.3.M BCIT 15.3.W	9-10-11-12	Demonstrating Technology Etiquette and Safety	Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media).	Observation Teacher Designed Assessments
BCIT 15.3.T	9-10-11-12		Advocate and practice safe, legal, and responsible use of information and technology in school and personal situations.	
BCIT 15.3.T BCIT 15.4.B	9-10-11-12	Behaving as a Digital Citizen	Examine, evaluate, and discuss impact of social, legal, ethical, and safe behaviors on digital citizenship.	Performance Tasks
BCIT 15.3.T BCIT 15.4.B	9-10-11-12		Exhibit leadership for digital citizenship.	Observation
BCIT 15.4.K	9-10-11-12	Using Digital Media	Examine and evaluate multimedia work products and make recommendations.	Teacher Designed Assessments

**Enrichment:** Design a public service announcement promoting digital citizenship in schools.

**Remediation:** Work with a partner to create a digital anti-bullying infographic.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).