



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<p>Course Title: Library</p> <p>Grade Level(s): 9-12</p> <p>Units of Credit: N/A</p> <p>Classification: Required</p>	<p>Length of Course: n/a; integrated into the curriculum</p> <p>Periods Per Cycle: n/a</p> <p>Length of Period: n/a</p> <p>Total Instructional Time: n/a</p>
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Course Description

Students learn 21st century skills which support personal aspiration, research, and scholarship as life-long learners and critical thinkers. Students build college-preparatory skills including note-taking, close reading and analysis, written expression, discussion, and research. In addition, students learn the basic organization of the library and means to correctly and effectively use and locate resources while upholding digital citizenship.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher Demonstrations Guided Individual Practice	Guided Group Practice Independent Reading	Homework Flexible Groups
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Assessments

Formal Research Assignments Group Projects	Independent Projects	Homework
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Materials/Resources

Websites Teacher Created PowerPoints	Teacher Created Handouts	Modern Language Association (MLA) Handbook
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Adopted: 5/16/16

Revised:

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
MLA Formatting	CC.1.4.11–12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Research	CC.1.4.11–12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
In-Text Citations	CC.1.4.11–12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Works Cited	<p>ISTE 3. Research and information fluency - Students apply digital tools to gather, evaluate, and use information.</p> <p>ISTE 3.A - Plan strategies to guide inquiry.</p> <p>ISTE 3.B - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>ISTE 3.C - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>ISTE 3.D - Process data and report results.</p>

ISTE* 5 Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Digital Footprint Cyber Safety Cyber Bullying Passwords/Usernames *International Society for Technology in Education	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology. ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. ISTE 5.C - Demonstrate personal responsibility for lifelong learning. ISTE 5.D - Exhibit leadership for digital citizenship. -Comply with the district's Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing. -Explain Fair Use guidelines for using copyrighted materials and possible consequences (e.g., images, music, video, text) in school projects. - Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information. -Explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information.

ISTE 4. Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Critical Thinking Problem Solving Decision Making	ISTE 4.A - Identify and define authentic problems and significant questions for investigation. ISTE 4.B - Plan and manage activities to develop a solution or complete a project. ISTE 4.C - Collect and analyze data to identify solutions and/or make informed decisions. ISTE 4.D - Use multiple processes and diverse perspectives to explore alternative solutions.

ISTE 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Library Orientation	ISTE 4.A - Identify and define authentic problems and significant questions for investigation.
Catalog Search	ISTE 4.B - Plan and manage activities to develop a solution or complete a project.
Resources	ISTE 4.C - Collect and analyze data to identify solutions and/or make informed decisions.
Databases	ISTE 4.D - Use multiple processes and diverse perspectives to explore alternative solutions.