



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<b>Course Title:</b> Library <b>Grade Level(s):</b> 8 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> n/a; integrated into the curriculum <b>Periods Per Cycle:</b> n/a <b>Length of Period:</b> n/a <b>Total Instructional Time:</b> n/a
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***Course Description***

Students become oriented with library procedures and resources. They cite bibliographic sources using Modern Language Association (MLA) format and comply with copyright and plagiarism guidelines. Students learn skills including note-taking, close reading and analysis, written expression, discussion, and research.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Bell Ringers  
Guided Group Practice

Teacher Demonstrations  
Guided Individual Practice

Flexible Groups  
Homework

***Assessments***

Formal Research Assignment  
Scavenger Hunt

Quizzes  
Homework

Independent Projects

***Materials/Resources***

Media Center Facility  
Teacher Created Handouts

Teacher Created Handouts  
Online Catalog

Modern Language Association (MLA)  
Handbook

**Adopted:** 8/21/91

**Revised:** 8/18/93; 1/16/02; 8/20/07; 5/16/16

E08.B Informational Text	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Research (Text-Dependent Analysis) Reading:</p> <p>Author’s Purpose</p> <ul style="list-style-type: none"> <li>a. Inform</li> <li>b. Describe</li> <li>c. Persuade</li> <li>d. Entertain</li> </ul> <p>Main Idea</p> <p>Supporting Details</p> <p>Essential vs. Non-Essential Information</p> <p>Text Analysis</p> <p>Reader’s Aides</p>	<p>E08.B-K.1.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E08.B-K.1.1.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>E08.B-K.1.1.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</p> <p>E08.B-C.2.1.1 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E08.B-C.2.1.2 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>E08.B-C.2.1.3 - Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>E08.B-C.3.1.1 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>

E08.E – Text-Dependent Analysis	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Writing:</b>                      Brainstorming                          a. Topic Selection                          b. Thesis Development</p> <p>Information Collection                          a. Note-taking                          b. Source Credibility                          c. Keeping a Bibliography</p> <p>Drafting                          a. Leads                          b. Organization                          c. Utilize Reference Material</p> <p>Revisions                          a. Transitions                          b. Topic Sentences</p> <p>Editing                          a. Synthesizing Information                          b. Proper Citations</p> <p>Publishing</p>	<p>E08.B-C.3.1.2 - Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>E08.E.1.1.1 - Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E08.E.1.1.2 - Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).</p> <p>E08.E.1.1.3 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E08.E.1.1.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E08.E.1.1.5 - Establish and maintain a formal style.</p> <p>E08.E.1.1.6 - Provide a concluding section that follows from and supports the analysis presented.</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.

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>