

Curriculum Map: Library (Formerly Power Library)

Course: LIBRARY Sub-topic: General

Grade(s): 6 to 8

Course Description: Our Library course is designed to share the many resources in our Lester L. Greevy Media Center. The main resources shared include the physical inventory of books with Destiny Follet search, the Sora Digital Collection, and the Power Library. It is also a course in which research practices will be explored through note taking, citation, and creation of a research presentation.

Unit: Unit 1: Course Management

Timeline: Week 1

Unit

Description: Syllabus and Classroom Expectations

AssignmentThis is not a Unit that will be taught in sequence. File submissions in this Unit will relate to general course operations such as syllabus analysis and proof of accessibility to online resources.

STANDARDS: STANDARDS

College, Career, and Civic Life (C3) Framework - Social Studies (2013)

[D2.CIV.12.K-2 \(Advanced\)](#) Identify and explain how rules function in public (classroom and school) settings.

[D1.1.K-2 \(Advanced\)](#) Explain why the compelling question is important to the student.

Topic: Syllabus and Classroom Expectations

Minutes for Topic: 45

Unit: Unit 2: Interests

Timeline: Week 2 to 3

Unit

[Unit 2: Interests](#)

Description:

In this Unit you will work to discover what you are interested in. Through a series of discussions and activities we will uncover areas where you would truly like to learn and grow.

STANDARDS: STANDARDS

College, Career, and Civic Life (C3) Framework - Social Studies (2013)

[D1 \(Advanced\)](#) Developing Questions and Planning Inquiries

[D1.1.K-2 \(Advanced\)](#) Explain why the compelling question is important to the student.

[D1.2.K-2 \(Advanced\)](#) Identify disciplinary ideas associated with a compelling question.

[D1.3.K-2 \(Advanced\)](#) Identify facts and concepts associated with a supporting question.

[D1.4.K-2 \(Advanced\)](#) Make connections between supporting questions and compelling questions.

[D1.5.K-2 \(Advanced\)](#) Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

NATIONAL: US Common Core State Standards (2010)

[ELA.K.SL.6 \(Advanced\)](#) Speak audibly and express thoughts, feelings, and ideas clearly.

Topic: Interest Inventory

Minutes for Topic: 45

Topic: Base Interest Research

Topic: Elevator Speech

Unit: Unit 3: Library Resources

Unit Description: In this unit you will explore all that the Library has to offer in terms of physical and digital resources.

STANDARDS: STANDARDS

AASL.IV.A.2
(Advanced) THINK- Learners act on an information need by: Identifying possible sources of information.

AASL.IV.A.3 (Advanced)	THINK- Learners act on an information need by: Making critical choices about information sources to use.	
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AASL.IV.D.2
(Advanced)

GROW- Learners select and organize information for a variety of audiences by: Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

Topic: Destiny Follet Search

Topic: E Library Card

Topic: Power Library

Topic: Sora

Unit: Unit 4: Reading for Pleasure

Unit 4: Reading for Pleasure Journal

In this module, students will journal concerning their reading for pleasure. In order to obtain credit, students are to screenshot or take a picture of what they are reading and then provide a multiple sentence response about the content. This assignment is simple and is allowable for ANY type of reading as long as it is appropriate for school.

STANDARDS: STANDARDS

AASL.V.A.1 (Advanced)	THINK- Learners develop and satisfy personal curiosity by: Reading widely and deeply in multiple formats and write and create for a variety of purposes.	
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Topic: Reading for Pleasure Journals

Unit: Unit 5: Research Project

Unit Description:	This is the large scale project which is the backbone of this course. Through the research project, students will explore services offered throughout the library as well as learn to research properly. The topic of the project is completely up to the student so a fostering of academic interest.
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STANDARDS: STANDARDS

National: American Association of School Librarians - Student Standards (2018)

AASL.IV.D.3 (Advanced)	GROW- Learners select and organize information for a variety of audiences by: Openly communicating curation processes for others to use, interpret, and validate.	
AASL.VI.A.2 (Advanced)	THINK- Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media.	
AASL.VI.B.1 (Advanced)	CREATE- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Ethically using and reproducing others' work	
AASL.VI.B.2 (Advanced)	CREATE- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Acknowledging authorship and demonstrating respect for the intellectual property of others.	
AASL.VI.B.3 (Advanced)	CREATE- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Including elements in personal-knowledge products that allow others to credit content appropriately.	
AASL.VI.D.1 (Advanced)	GROW- Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies.	
AASL.VI.D.2 (Advanced)	GROW- Learners engage with information to extend personal learning by: Reflecting on the process of ethical generation of knowledge.	
AASL.V.A.1 (Advanced)	THINK- Learners develop and satisfy personal curiosity by: Reading widely and deeply in multiple formats and write and create for a variety of purposes.	
AASL.V.C.1 (Advanced)	SHARE- Learners engage with the learning community by: Expressing curiosity about a topic of personal interest or curricular relevance.	

Topic: Citation

Minutes for Topic: 45

Topic: Book Selection

Minutes for Topic: 60

Topic: Book Research Notes

Minutes for Topic: 90

Topic: E Library Card

Minutes for Topic: 45

Topic: Power Library Research Notes

Minutes for Topic: 90

Topic: Online Research Notes

Minutes for Topic: 120