

Crawford Central School District
Library Curriculum Grades Nine Through Twelve

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do: key skills	Resources	ELA Standards 1. 1.2 (Band)
Determining Author's Point of View	11-12	Evaluate author's credentials and background to determine point of view or purpose.	Print/Digital text Digital sources	CC.1.2.D (9-12)
	9-10	Identify author's credentials and background to determine point of view.	Print/Digital text Digital sources	CC.1.2.D (9-12)
Evaluating Diverse Media	11-12	Evaluate information found in multiple sources and mediums to address a question or solve a problem.	Print/Digital text	CC.1.2.G (9-12)
	9-10	Analyze information found in different mediums.	Print/Digital text	CC.1.2.G (9-12)
Evaluating Arguments	11-12	Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy and currency.	Print/Digital text Digital sources	CC.1.2.H (9-12)
	9-10	Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy and currency.	Print/Digital text Digital sources	CC.1.2.H (9-12)
Selecting Informational Texts & Literary Non-Fiction	9-10-11-12	<ul style="list-style-type: none"> • Independently, locate and select literary non-fiction and informational texts on grade level. • Independently, use various print and digital reference sources. 	Destiny Databases	CC.1.2.L (9-12)

Drawing Evidence: Primary & Secondary Sources	9-10- 11-12	Use and cite specific textual evidence in primary and secondary sources.	Databases Internet	CC.8.5.A CC.8.5.I (9-12)
Selecting Literary Fiction	9-10- 11-12	<ul style="list-style-type: none"> • Independently, select grade-level-appropriate literary fiction in a variety of genres. • Apply strategies to create meaning from literary fiction. • Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating. 	Destiny	CC.1.3.K (9-12)

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Evaluating Sources (See Also Effective Research Big Idea)	11-12	<ul style="list-style-type: none"> • Identify alternate or opposing claims. • Evaluate sources for credibility, relevance, currency, accuracy and bias. • Use variety of sources and points of view to avoid excessive bias. • Acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument. 	Print/Digital Text Databases Internet	CC.1.4.I CC.1.4.W (9-12)
Integrating Diverse Media	11-12	Synthesize information found in multiple sources.	Office Google Apps	CC.1.2.G (9-12)
	9-10	Integrate information from various mediums to understand topic or issue.	Office Google Apps	CC.1.2.G (9-12)
Evaluating Arguments	9-10-11-12	Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy and currency.	Resource evaluations print & online	CC.1.2.D (9-12)
Synthesizing Information	9-10-11-12	Select information from informational texts that support analysis, reflection and research.	Print/Digital Text Databases Internet	CC.8.6.H (9-12)
	11-12	Synthesize information found in multiple sources and in experiments, simulations, video or multimedia sources with information found in text.	Office Google Apps Internet	CC.1.2.G (9-12)
	9-10	Compare and contrast information found in experiments, simulations, video or multimedia sources with information found in text.	Office Google Apps Internet	CC.8.5.I (9-12)

Research Process: Developing Research Topic and Question(s)	9-10- 11-12	As part of research process: <ul style="list-style-type: none"> • Narrow self-generated, broad research question by focusing on particular aspects of question or problem, identifying relevant key words and subject headings and/ or using search limiters. • Compare several points of view about same issue, evaluating strengths and weaknesses of arguments. • Formulate personal opinion about topic or issue. 	Print/Digital Text Databases Internet	CC.1.4.V (9- 12)
Research Process: Accessing, Identifying and Evaluating Resources	9-10	As part of research process: <ul style="list-style-type: none"> • Access print sources using features of Destiny and within source itself. • Use search functions of database to access digitally stored sources. • Differentiate between natural-language searching and keyword/controlled vocabulary searching. • Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. • 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. • Verify information by checking facts in alternate sources. 	Print/Digital Text Databases Internet	CC.8.6.G (9-12)
Research Process: Synthesizing Information	9-10- 11-12	As part of research process: <ul style="list-style-type: none"> • Selectively take notes on information to support own position. • Synthesize information gathered from multiple sources. • Use summaries, paraphrases and quotations to create report. • Within text, document use of the information and ideas of others using standard bibliographic citation format. • Provide bibliography or list of works cited using standard bibliographic citation format. 	Office Google Apps Internet MLA	CC.1.4.S CC.1.4.W (9-12)

Research Process: Note-taking Strategies	9-10- 11-12	Find and use primary documentation; cite by using standard bibliographic citation format.	Print/Digital Text Databases Internet MLA	
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Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Evaluating, Analyzing & Integrating Information	11-12	<ul style="list-style-type: none"> • Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly and timely sources. • 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. • Identify any discrepancies among data presented in different formats, whether within single source or among multiple sources. • Use evaluation tools to determine data most likely to be accurate. 	Resource evaluations print & online	CC.1.5.C (9-12)
	9-10	<ul style="list-style-type: none"> • Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly and timely sources. • 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. 	Resource evaluations print & online	CC.1.5.C (9-12)

Big Idea: 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 speakers employ language and utilize resources to effectively communicate a message?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Preparing Multimedia Presentations	9-10-11-12	Select or create digital media elements that are interesting, appropriate for target audience and help audience understand research findings, reasoning and evidence. Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation.	Office Google Apps Databases Internet	CC.1.5.F (9-12)

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Drawing Evidence from Text	9-10-11- 12	<ul style="list-style-type: none"> • 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 non-fiction. • Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). • Draw evidence from text to answer information need. 	Destiny Print/Digital text	CC.1.4.S (9-12)
Research Process: Effective Inquiry	9-10-11- 12	Conduct short as well as more sustained research projects.	Destiny Databases Internet	CC.1.4.V (9-12)
Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)	9-10-11- 12	<ul style="list-style-type: none"> • Identify author's purpose and intended audience when evaluating usefulness of source. • Use variety of sources and points of view to avoid excessive bias. • Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. 	Destiny Databases Internet	CC.1.4.W (6-12)
	9-10-11-12	As part of research process: <ul style="list-style-type: none"> • Access print sources using features of Destiny and within source itself. • Use search functions of database to access digitally stored sources. • Differentiate between natural-language searching and keyword/controlled vocabulary searching. 	Destiny Databases Internet	CC.1.4.W (6-12)

		<ul style="list-style-type: none"> • Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. • Evaluate variety of sources and formats, including print and Internet web sites, according to their authorship, objectivity, scholarship and timeliness. • Verify information by checking facts in alternate sources. • Use summaries, paraphrases and quotations. 		
Research Process: Note-taking Strategies and Presenting Research Findings	9-10- 11- 12	<p>As part of research process:</p> <ul style="list-style-type: none"> • Selectively take notes on information that will support one's own position. • Use quotations and paraphrasing in work without plagiarizing. • Within text, document the use of the ideas of others using standard citation formatting. • Provide a bibliography or list of works cited using standard bibliographic citation format. 	Print/Digital Text Databases Internet MLA	CC.1.4.W (9-12)

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Producing and Publishing with Technology	9-10-11-12	<ul style="list-style-type: none"> • Use ongoing feedback and technology to produce, publish and update individual or shared writing products ethically. • Present relationships between information and ideas. 	Office Google Apps Internet Social Media	CC.1.4.U (9-12)

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	Resources	ELA Standards 1._._ (Band)
Using Information Ethically & Responsibly	11-12	<ul style="list-style-type: none"> • Use variety of sources and points of view to avoid excessive bias. • Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. 	Print/Digital Text Databases Internet	
	9-10-11-12	<ul style="list-style-type: none"> • Use summaries, paraphrases and quotations. • Within text, document use of information and ideas of others by using standard bibliographic citation format. • Provide bibliography or list of works cited, using standard bibliographic citation format. 	Print/Digital Text Databases Internet MLA	
Demonstrating Technology Etiquette & Safety	9-10-11-12	Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media).	Google Apps Internet Social Media	
	9-10-11-12	Advocate and practice safe, legal and responsible use of information and technology in school and personal situations.	Model and advocate	
Behaving as a Digital Citizen	9-10-11-12	<ul style="list-style-type: none"> • Examine, evaluate, and discuss impact of social, legal, ethical and safe behaviors on digital citizenship. • Exhibit leadership for digital citizenship. 	Print/Digital Text Databases Internet Model and advocate	
Using Digital Media	9-10-11-12	Examine and evaluate multimedia work products and make recommendations.	Office Google Apps Internet Social Media	