

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Grade 6 Library Curriculum Scope and Sequence

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
September	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information and identify effective courses of action to conduct research and solve problems.</p> <p>1.4 Identify, locate and use an array of print, non-print and/or digital resources available through the school library media center independently, and with assistance access resources outside the school.</p> <p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-</p>	<ul style="list-style-type: none"> • Identify areas of the library media center; reference, fiction, non-fiction, and computer lab. • Log into computer with designated username and password. • Create a class generated list of problem solving techniques for computer problems, i.e. student cannot login. • Create content area network folders. • Discuss district Acceptable Use Policy. • Understand and use chart and graph functions of MS Word. • Apply chart and graph functions. • Use Destiny online catalog to locate fiction, non-fiction, and reference materials. • Discuss methods for choosing a 	<ul style="list-style-type: none"> • Library Source Relay • Online Card Catalog Exercise • Create a checklist of proper care of computer equipment and procedures • Return acceptable use policy with signature. • Discuss purpose and need of AUP policies for schools and outside 	<ul style="list-style-type: none"> • Library Review • Destiny Online Catalog • MS Word • LIS Student Handbook • Google Earth • CIA Factbook • Understand Your Acceptable Use Policy

	<p>print resources to solve problems and conduct research</p> <p>2.1 Use the online card catalog to identify materials by author, title or subject, including cross references and locate resources in appropriate areas of the library media center (e.g., easy section or reference) and with assistance use additional features of the online catalogue, records, reviews, check account status and book summary.</p> <p>Content Standard 5: Technology Use</p> <p>Operate and use computers and other technologies as tools for productivity, problem-solving, and learning across the content areas.</p> <p>5.1 Use basic operational features of school hardware (accessing programs, input devices, printing, output devices, keyboard, etc.).</p>	<p>pleasure book for reading.</p> <ul style="list-style-type: none"> • Review Bookmatch criteria for selecting books. • Apply knowledge of Destiny components such as, summary, reading level, and subject headings as tools for book selection. • Apply knowledge of genre to book selection. 	<p>community.</p> <ul style="list-style-type: none"> • Create folders in appropriate disciplines • Create Country Comparison Chart • Discuss ways to choose books at your reading level. • Class created Genre Chart 	<ul style="list-style-type: none"> • Destiny Online Card Catalog • Class Genre Chart
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	<p>5.3 Demonstrate proficiency in keyboarding with minimal prompting.</p> <p>5.5 Identify hardware and software problems that accompany everyday use and seek assistance.</p> <p>5.4 Demonstrate the ability to use basic features (entering information/data, editing, calculating, manipulating text, sound and graphics, saving files) of personal productivity software.</p> <p>Content Standard 6: Responsible Use</p> <p>Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.</p> <p>6.4 Adhere to the district's acceptable use and copyright policies.</p> <p>6.1 Practice proper and ethical use and care of print and non-print information resources, computers and other technologies.</p>			
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	<p>Content Standard 8: Literature Appreciation</p> <p>Read for pleasure, enrichment and information to promote the habit of reading and lifelong learning</p> <p>8.1 Use a variety of texts to select books at their independent reading level.</p> <p>8.2 Understand that literature exists in a variety of genres.</p>			
<p>October</p>	<p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research</p> <p>2.4 Identify print and non-print characteristics, organizing features (e.g., table of contents, index), and purposes and use additional organizing features of print and non-print: (e.g. menus,</p>	<ul style="list-style-type: none"> • Identify the CIA Factbook as an “almanac like” web based resource. • Understand how a database functions and identify different databases. • Use the menu and icons to navigate a database. • Create a chart using MS Word. • Define a blog. • Understand the menus and icons used in Blogger so that they can comment and respond to the ideas of other classmates. • Use the use of a blog to communicate thoughts and 	<ul style="list-style-type: none"> • Typing Test to establish baseline • Accurate Country Comparison Chart • Country Comparison Rubric • Demonstrate proficiency using Google Earth • Comparative Country Blog • Respond to blog comments using correct format and historical content 	<ul style="list-style-type: none"> • Ellsworth Screen Based Keyboarding Program • Microsoft Word • Print and online encyclopedia • Non-fiction country books • CIA Factbook • Thematic Maps print and online • Blogger • What is a Blog? • Blog Tutorial • iCONN

	<p>and synthesize both print and non-print material.</p> <p>3.1 Identify appropriate sources of information for a specific purpose.</p> <p>3.3 Organize, analyze and synthesize information into related categories with assistance</p> <p>Content Standard 5: Technology Use</p> <p>Operate and use computers and other technologies as tools for productivity, problem-solving, and learning across the content areas.</p> <p>5.4 Demonstrate the ability to use basic features (entering information/data, editing, calculating, manipulating text, sound and graphics, saving files) of personal productivity software.</p> <p>5.2 Use content-specific technology tools and software.</p>	<p>goal.</p>		
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<p>November</p>	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information and identify effective courses of action to conduct research and solve problems.</p> <p>1.1 Clearly restate the scope and criteria of a task (such as time line, length, and audience and presentation mode) with minimal prompting.</p> <p>1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.</p> <p>1.3 Understand an essential question related to a topic of interest or assignment, with assistance.</p> <p>1.5 Describe a course of action for addressing an essential question and completing the task, with prompting.</p> <p>Content Standard 2: Information Strategies</p>	<ul style="list-style-type: none"> • Use the Big 6 method of research. • Brainstorm prior knowledge about their subject or topic. • Restate their topic. • Identify possible resources for the project, Destiny, reference section, non-fiction books, and iCONN. • Use the country comparison chart as a resource for research project. • Apply note-taking skills. • Create a blog entry using their research. 	<ul style="list-style-type: none"> • Accurate Country Comparison Chart • Demonstrate proficiency using Google Earth • Comparative Country Blog • Respond to blog comments using correct format and historical content 	<ul style="list-style-type: none"> • Big 6 Chart • Ellsworth Screen Based Keyboarding Program • Microsoft Word • Print and online encyclopedia • Non-fiction country books • CIA Factbook • Thematic Maps print and online • Blogger
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	<p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research</p> <p>2.7 Use information presented graphically (e.g., pictures, captions, diagrams or labels) and demonstrates ability to take notes with assistance.</p> <p>2.6 Identify and use print and non-print reference sources (atlases, almanacs, encyclopedias, dictionaries, etc.).</p> <p>Content Standard 4: Application</p> <p>Use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.</p> <p>4.1 Select and use</p>			
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	<p>appropriate software and hardware to organize, analyze, interpret information, and present conclusions.</p> <p>4.2 Use appropriate technology and format(s) to clearly present information gathered from a variety of print and non-print resources.</p> <p>Content Standard 5: Technology Use</p> <p>Operate and use computers and other technologies as tools for productivity, problem-solving, and learning across the content areas.</p> <p>5.9 Work cooperatively with peers and others when using computers and other technologies.</p> <p>5.2 Use content specific technology tools and software.</p> <p>5.3 Demonstrate proficiency in keyboarding.</p>			
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<p>December</p>	<p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research.</p> <p>2.3 Locate and use table of contents and index in nonfiction materials.</p> <p>2.8 Identify and begin using age-appropriate search engines and directories with assistance.</p> <p>2.9 Identify key words for searching for information, with minimal assistance.</p> <p>Content Standard 3: Information Processing</p> <p>Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of presentation using a rubric. • Understand how Skype works as an Internet telephone. • Create questions based on their research and presentations to be used with Skype. • Use databases, reference materials and Internet searching techniques to locate information. • Distinguish between database and Internet searching. • Demonstrate the importance of key word searching. • Prepare a list of key words appropriate for the topic. • Use a thesaurus to create a list of alternate search terms. 	<ul style="list-style-type: none"> • Country/Topic Presentation with Rubric • Compare/Contrast XCountry vs. U.S. • Skype Discussion Rubric. 	<ul style="list-style-type: none"> • Big 6 Chart • Ellsworth Keyboarding for Kids Typing Program • Microsoft Word • Print and online encyclopedia • CIA Factbook • Blogger • Noodle Tools • Non-fiction country books
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<p>January</p>	<p>3.2 Use criteria to judge the relevance, credibility and completeness of both print and non-print information.</p> <p>Content Standard 7: Assessment Assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <p>7.1 Assess whether the process and information gathered was both relevant and complete in response to the assigned task.</p> <p>7.2 Assess whether their products meet established standards for process, product and presentation.</p> <p>Content Standard 2: Information Strategies Understand and demonstrate information skills and</p>	<ul style="list-style-type: none"> • Use databases, reference materials and Internet searching techniques to locate information. • Distinguish between database 	<ul style="list-style-type: none"> • Country/Topic Presentation with Rubric • Compare/Contrast Big 6 	<ul style="list-style-type: none"> • Big 6 Chart • Ellsworth Keyboarding for Kids Typing Program
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	<p>strategies to locate and effectively use print and non-print resources to solve problems and conduct research.</p> <p>2.1 Locate and use table of contents and index in nonfiction materials.</p> <p>2.8 Identify and begin using age-appropriate search engines and directories with assistance.</p> <p>2.9 Identify key words for searching for information, with minimal assistance.</p> <p>Content Standard 5: Technology Use</p> <p>Operate and use computers and other technologies as tools for productivity across the content areas.</p> <p>5.3 Demonstrate proficiency in keyboarding.</p> <p>Content Standard 6: Responsible Use</p> <p>Demonstrate the responsible, legal and ethical use of information resources,</p>	<p>and Internet searching.</p> <ul style="list-style-type: none"> • Demonstrate the importance of key word searching. • Prepare a list of key words appropriate for the topic. • Use a thesaurus to create a list of alternate search terms. • Create an MLA source sheet using MS Word. • Identify component parts to be collected for citing a book, magazine, encyclopedia, or website. • Review Noodle Tools characteristics and login. • Explain the importance of citing sources. • Create Work Cited page. • Recognizes plagiarism. • Set individual typing goal and complete lessons for specific key strokes. 	<p>Chart</p> <ul style="list-style-type: none"> • Individual wpm typing goal • Completion of Microsoft Word Note taking document • Print and online encyclopedia • CIA Factbook • Blogger 	<ul style="list-style-type: none"> • Microsoft Word • Print and online encyclopedia • CIA Factbook • Thematic Maps print and online • Blogger • Noodle Tools(MLA Wizard) • Non-fiction country books • Thesaurus
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<p>February</p>	<p>computers and other technologies.</p> <p>6.2 Use established citation standards for giving credit for information or ideas used from online and print based sources.</p> <p>6.1 Practice proper and ethical use and care of print and non-print information resources, computers and other technologies.</p> <p>6.3 Demonstrate an understanding of the concept of ideas and information by respecting and observing laws and/ guidelines for using print and non-print information, software, hardware and networks.</p> <p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information and identify effective courses of</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use 	<ul style="list-style-type: none"> • Type at minimum 	<ul style="list-style-type: none"> • Ellsworth
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	<p>action to conduct research and solve problems.</p> <p>1.3 Understand an essential question related to a topic of interest or assignment, with assistance.</p> <p>1.4 Identify, locate and use an array of print, non-print and/or digital resources available through the school library media center independently, and with assistance access resources outside the school.</p> <p>1.5 Describe a course of action for addressing an essential question and completing the task, with prompting.</p> <p>1.1 Clearly restate the scope and criteria of a task (such as timeline, length, audience and presentation mode) with minimal prompting.</p> <p>1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.</p>	<p>the OWL's card catalog.</p> <ul style="list-style-type: none"> • Articulate steps to performing an interlibrary loan. • Identify Big 6 steps for doing research. • Develop a research plan using MS Word with partners. • In groups request one source from OWL. • Execute a search using either non-fiction books or reference materials, databases, student friendly search engines. • Apply keyword searching to resources. • Apply note-taking strategies. • Select a multimedia tool and with partners go through the tutorial. 	<p>of 30 words per minute</p> <ul style="list-style-type: none"> • Weather Phenomena Research Plan • Weather Phenomena Rubric 	<p>Keyboarding for Kids Typing Program</p> <ul style="list-style-type: none"> • iCONN • O.W.L. inter-library loan • Non-fiction science books • Digital Story • Glogster • Photo Story 3 • Animoto • Big 6 Research
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	<p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research.</p> <p>2.2 Use menus, icons and links to access and use digital media to conduct basic research.</p> <p>2.6 Search and find database information and online resources and know how to apply specific features of different search engines.</p> <p>Content Standard 3: Information Processing</p> <p>Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <p>3.3 Organize, analyze and</p>			
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<p>March</p>	<p>synthesize information into related categories with assistance.</p> <p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information and identify effective courses of action to conduct research and solve problems.</p> <p>1.3 Understand an essential question related to a topic of interest or assignment, with assistance.</p> <p>1.4 Identify, locate and use an array of print, non-print and/or digital resources available through the school library media center independently, and with assistance access resources outside the school.</p> <p>1.5 Describe a course of action for addressing an essential question and completing the task, with prompting.</p> <p>1.1 Clearly restate the scope and criteria of a task (such as</p>	<ul style="list-style-type: none"> • Create a storyboard for their project. • Select and generate a multimedia presentation using one of the tools; Glogster, Animoto, or Photo Story 3. • Assess the finished product using a rubric to judge content and product. • Use Noodle Tools to create a work cited page to be inserted as credits. • Use databases, reference materials and Internet searching techniques. • Apply knowledge of the CIA Factbook for research. • Create a enter data into a chart using the CIA Factbook. • Use a blog to communicate thoughts and ideas. 	<ul style="list-style-type: none"> • Weather Phenomena Rubric assessing science content and product. • Skype Discussion Rubric. • Completed note-taking document using MS Word. 	<ul style="list-style-type: none"> • Ellsworth Screen Based Keyboarding Program • iCONN • O.W.L. inter-library loan • Digital Story • Glogster • Photo Story 3 • Animoto • Big 6 Research • Noodle Tools • Blogger • Skype
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	<p>timeline, length, audience and presentation mode) with minimal prompting.</p> <p>1.2 Identify existing knowledge and, with assistance, list areas where more information is needed.</p> <p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research.</p> <p>2.2 Use menus, icons and links to access and use digital media to conduct basic research.</p> <p>2.6 Search and find database information and online resources and know how to apply specific features of different search engines.</p>			
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<p>April</p>	<p>Content Standard 3: Information Processing</p> <p>Apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material.</p> <p>3.3 Organize, analyze and synthesize information into related categories with assistance.</p> <p>Content Standard 2: Information Strategies</p> <p>Understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research</p> <p>2.5 Search and find database information and online resources and know how to apply specific features of different search engines.</p>	<ul style="list-style-type: none"> • Compare chart and graph skills in MS Word to Excel. • Understand applications for MS Excel. • Demonstrate ability to use Ellsworth Excel tutorial • Create a spreadsheet using Excel. • Discuss what it means to be a digital citizen. • Give examples of private and personal information. • Identify appropriate behaviors when using the Internet. • Brainstorm solutions to 	<ul style="list-style-type: none"> • Discuss Digital Citizenship • Generate solutions to Cyber bullying • Proficiency in Excel Tutorial. • Establish criteria for choosing Summer Reading. • Discussion on literature response formats. 	<ul style="list-style-type: none"> • Ellsworth Excel Tutorial • Cyber bullying video • Digital Citizenship • Ellsworth Excel Tutorial • Excel for Dummies • MS Excel • Video Clips on
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	<p>Content Standard 5: Technology Use Operate and use computers and other technologies as tools for productivity, problem solving and learning across and content areas.</p> <p>5.2 Use content-specific technology tools and software.</p> <p>Content Standard 7: Assessment</p> <p>Assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <p>7.1 Assess whether the process and information gathered was both relevant and complete in response to the assigned task.</p> <p>Content Standard 8: Literature Appreciation</p> <p>Read for pleasure, enrichment and information to promote</p>	<p>problems that occur while using the Internet.</p>	<ul style="list-style-type: none"> • Establish criteria for choosing Summer Reading. • Discussion on literature response formats. 	<p>Internet Safety</p>
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<p>May</p>	<p>the habit of reading and lifelong learning.</p> <p>8.1 Understand that literature is exists in a variety of genres.</p> <p>8.2 Use a variety of strategies to choose books at their independent reading levels.</p> <p>Content Standard 5: Technology Use</p> <p>Operate and use computers and other technologies as tools for productivity, problem solving and learning across and content areas.</p> <p>5.2 Use content-specific technology tools and software.</p> <p>5.4 Demonstrate the ability to use basic features (entering information/data, editing, calculating, manipulating text, sound and graphics, saving</p>	<ul style="list-style-type: none"> • Understand applications for MS Excel and apply to real world scenarios. • Demonstrate ability to use Ellsworth Excel tutorial • Create a spreadsheet using Excel with the country data. • Take the Exit Proficiency typing test, goal 30 wpm. • Discuss the genre of Realistic Fiction. • Identify characteristics of Realistic Fiction. • Use Destiny and OWL’s card catalog to locate realistic 	<ul style="list-style-type: none"> • Exit Proficiency typing test minimum of 30 words per minute • Online Card Catalog Exercise • Rubric for Book Trailers 	<ul style="list-style-type: none"> • LHS Summer Reading List • CT State Reading List • Destiny Online card catalog
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	<p>files) of personal productivity software.</p> <p>Content Standard 6: Responsible Use</p> <p>Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.</p> <p>6.3 Demonstrate an understanding of the concept of ideas and information by respecting and observing laws and/ guidelines for using print and non-print information, software, hardware and networks.</p> <p>6.4 Adhere to the district's acceptable use and copyright policies.</p> <p>Content Standard 8: Literature Appreciation</p> <p>Read for pleasure, enrichment and information to promote the habit of reading and lifelong learning.</p>	<p>fiction.</p> <ul style="list-style-type: none"> • Work in pairs to create a book trailer for a realistic fiction book they have read. • Create a storyboard for the trailer. • Use Animoto to create the trailer. • Present the trailer to the class. • Use the class rubric to critique the trailer on content and product. 		
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<p>June</p>	<p>8.1 Make connections to text</p> <p>8.1 Respond to literature and creative expression of ideas in various formats.</p> <p>8.3 Use a variety of strategies to select books at their independent reading level. Understand that literature is exists in a variety of genres.</p> <p>Content Standard 5: Technology Use</p> <p>5.2 Operate and use computers and other technologies as tools for productivity across the content areas.</p> <p>5.3 Demonstrate proficiency in keyboarding with minimal prompting.</p> <p>5.4 Demonstrate the ability to use basic features (entering information/data, editing,</p>	<ul style="list-style-type: none"> • Discuss the genre of Realistic Fiction. • Identify characteristics of Realistic Fiction. • Use Destiny and OWL’s card catalog to locate realistic fiction. • Work in pairs to create a book trailer for a realistic fiction book they have read. • Create a storyboard for the trailer. • Use Animoto to create the trailer. 	<ul style="list-style-type: none"> • Exit Proficiency typing test minimum of 30 words per minute • Online Card Catalog Exercise • Rubric for Book Trailers 	<ul style="list-style-type: none"> • LHS Summer Reading List • CT State Reading List • Destiny Online card catalog • Ellsworth Keyboarding for Kids Typing Program • Destiny Online Catalog
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	<p>calculating, manipulating text, sound and graphics, saving files)</p> <p>Content Standard 8: Literature Appreciation</p> <p>Read for pleasure, enrichment and information to promote the habit of reading and lifelong learning.</p> <p>8.1 Make connections to text</p> <p>8.2 Respond to literature and creative expression of ideas in various formats.</p> <p>8.3 Use a variety of strategies to select books at their independent reading level.</p>	<ul style="list-style-type: none"> • Present the trailer to the class. • Use the class rubric to critique the trailer on content and product. • Apply Bookmatch in locating a realistic fiction book. 		<ul style="list-style-type: none"> • Animoto • Book Trailers • Bookmatch
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