

Core Curriculum Scope and Sequence
Grade 9 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 needs and identify effective courses of action to conduct research and solve problems.</p> <p>1.1 Clearly state the scope and criteria for a given task and demonstrate the ability to communicate them to others with minimal assistance</p> <p>1.5 Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task 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"> • Understand, explain and utilize the steps in the research process • Describe and compare the differences between primary and secondary sources • Apply appropriate MLA citation standards for in-text citations and formatting a Works Cited page 	<ul style="list-style-type: none"> • Primary Resource in-text citation worksheet 	<ul style="list-style-type: none"> • Big 6 Research Process http://www.big6.com • Primary and Secondary Resources Powerpoint • Destiny card catalog • Internet sites

	<p>3.2 Demonstrate ability to identify and compare sources of information and apply evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency</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>6.2 Apply established citation standards for a wide range of information sources and formats</p>			
<p>October</p>	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information needs and identify effective courses of action to conduct research and solve problems.</p> <p>1.1 Clearly state the scope and criteria for a given task and demonstrate the ability to communicate them to others with minimal assistance</p>	<ul style="list-style-type: none"> • Review and implement the steps in the research process • Search the Destiny card catalog to locate materials for assigned task • Review and explain the differences between online card catalogs, databases and other digital resources • Access and locate materials from iCONN and the LHS library databases • Take information (summaries, paraphrases, and direct 	<ul style="list-style-type: none"> • Research plan handout • Works Cited entries and in-text citations handout 	<ul style="list-style-type: none"> • Big 6 research process • Destiny card catalog • iCONN • LHS databases (ABC-CLIO) • Google books • Oliver Wolcott Library • LHS MLA style guide

	<p>1.4 Search print, non-print and digital resources within and outside the school, with minimal assistance</p> <p>1.5 Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task with minimal 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>2.3 Access specific information from print and non-print resources by using internal organizers (e.g., indexes, cross-references), with minimal assistance</p>	<p>quotations) from print and non-print resources (books with multiple authors, encyclopedia articles and database articles) and apply proper MLA citation guidelines</p>		
<p>November</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</p>	<ul style="list-style-type: none"> • Organize properly cited information into an outline using Microsoft Word’s outline feature • Create a draft in Microsoft Word using the citations and bibliography feature 	<ul style="list-style-type: none"> • Project outline • Microsoft Word advanced features handout 	<ul style="list-style-type: none"> • Microsoft Word • LHS MLA style guide

	<p>print and non-print material</p> <p>3.3 Organize, analyze and synthesize information to draw meaningful conclusions through written, oral, numeric and visual communications</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>4.2 Determine appropriate technology(s) and format(s) to present information gathered from a variety of print and non-print resources, for a variety of audiences</p>			
<p>December</p>	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information needs and identify effective courses of action to conduct research and solve problems.</p>	<ul style="list-style-type: none"> • Review and implement the steps in the research process • Locate and organize information from multiple print and non-print current events resources • Evaluate the accuracy, relevancy, and timeliness of current events information 	<ul style="list-style-type: none"> • Current events comparison chart for print and non-print resources 	<ul style="list-style-type: none"> • Big 6 research process • Destiny card catalog • ABC-CLIO <i>Contemporary Issues</i> database • Internet sites

	<p>1.2 Identify and assess existing knowledge related to a given task and articulate information needs to information providers or peers, 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> <p>3.2 Demonstrate ability to identify and compare sources of information and apply evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency, with minimal assistance</p> <p>3.3 Organize, analyze and synthesize information to draw meaningful conclusions through written, oral, numeric and visual communications, with minimal assistance</p> <p>Content Standard 7: Assessment</p>			
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	<p>Assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <p>7.1 Assess, with minimal assistance, the relevance, completeness and accuracy of gathered information and the efficiency of the research process</p>			
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	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
January		<ul style="list-style-type: none"> • 		
February	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information needs and identify effective courses of action to conduct research and solve problems.</p> <p>1.5 Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task with minimal assistance</p> <p>Content Standard 2:</p>	<ul style="list-style-type: none"> • Choose an area of inquiry (social, political or economic issues surrounding a modern nation) • Investigate the issue through locating and analyzing various print and non-print primary and secondary sources 	<ul style="list-style-type: none"> • Completed research plan for an inquiry project 	<ul style="list-style-type: none"> • Destiny • ABC-CLIO • Library of Congress National Memory Project • Internet sites

	<p>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>2.6 Use, with minimal assistance, the full range of print and non-print resources within the school or district</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>3.2 Demonstrate ability to identify and compare sources of information and apply evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency, with minimal assistance</p>			
<p>March</p>	<p>Content Standard 4: Application</p>	<ul style="list-style-type: none"> • Communicate and collaborate ideas for an inquiry project with 	<ul style="list-style-type: none"> • Using Google documents 	<ul style="list-style-type: none"> • Wikispaces • Blogger

	<p>Use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.</p> <p>4.2 Determine appropriate technology(s) and format(s) to present information gathered from a variety of print and non-print resources, for a variety of audiences</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 Use telecommunications collaborate with peers, experts and others to research, compile, synthesize, produce and disseminate information or creative works</p> <p>Content Standard 7: Assessment</p> <p>Assess the effectiveness of</p>	<p>peers using a wiki, blog, and/or Google documents</p> <ul style="list-style-type: none"> • Compare and critique the use of wiki, blog, or Google documents as collaborative and presentation tools 	<p>presentation</p> <ul style="list-style-type: none"> • Wiki & Blog presentation • Group presentations & reflections 	<ul style="list-style-type: none"> • Google documents
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	<p>their information and technology choices for problem-solving and communication.</p> <p>7.2 Assess, with minimal assistance, whether their products meet established standards for process, product and presentation.</p>			
<p>April</p>	<p>Content Standard 1: Definition and Identification of Information Needs</p> <p>Define their information needs and identify effective courses of action to conduct research and solve problems.</p> <p>1.2 Identify and assess existing knowledge related to a given task and articulate information needs to information providers or peers, 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</p>	<ul style="list-style-type: none"> • Review and implement the steps in the research process • Locate and organize information from multiple print and non-print resources • Identify and compare the issues surrounding a controversial topic 	<ul style="list-style-type: none"> • Completed comparison chart or timeline 	<ul style="list-style-type: none"> • Big 6 research process • Destiny card catalog • ABC-CLIO

	<p>print and non-print material</p> <p>3.2 Demonstrate ability to identify and compare sources of information and apply evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency, with minimal assistance</p> <p>3.3 Organize, analyze and synthesize information to draw meaningful conclusions through written, oral, numeric and visual communications, with minimal assistance</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, with minimal assistance, the relevance, completeness and accuracy of gathered information and the efficiency of the research process</p>			
<p>May</p>	<p>Content Standard 1: Definition and Identification of Information Needs</p>	<ul style="list-style-type: none"> • Review and implement the steps in the research process • Locate and organize information from multiple print 		<ul style="list-style-type: none"> • Destiny card catalog • ABC-CLIO • Internet sites

	<p>Define their information needs and identify effective courses of action to conduct research and solve problems.</p> <p>1.5 Determine a course of action that demonstrates the selection of appropriate strategies and resources for accomplishing a task with minimal 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>2.6 Use, with minimal assistance, the full range of print and non-print resources within the school or district</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>and non-print resources</p>		<ul style="list-style-type: none"> • iCONN • Microsoft Word
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	<p>3.2 Demonstrate ability to identify and compare sources of information and apply evaluative criteria, including purpose, point of view, biases and stereotypes, accuracy, continuity and currency, with minimal assistance</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>4.2 Determine appropriate technology(s) and format(s) to present information gathered from a variety of print and non-print resources, for a variety of audiences</p>			
<p>June</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>	<ul style="list-style-type: none"> • Communicate and collaborate ideas for an inquiry project with peers using a wiki, blog, and/or Google documents • Compare and critique the use of wiki, blog, or Google documents as collaborative and presentation tools 	<ul style="list-style-type: none"> • Group presentations & reflections on project 	<ul style="list-style-type: none"> • Wikispaces • Blogger • Google documents / images • Google Earth • SMART Notebook

	<p>5.4 Use telecommunications collaborate with peers, experts and others to research, compile, synthesize, produce and disseminate information or creative works</p> <p>Content Standard 7: Assessment</p> <p>Assess the effectiveness of their information and technology choices for problem-solving and communication.</p> <p>7.2 Assess, with minimal assistance, whether their products meet established standards for process, product and presentation.</p>			
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