

[Library Skills](#)

[Curriculum Map ??](#)

[Scope and Sequence](#)

	AASL Priority Standard	ISTE Standards	WHPS Vision of Graduate	Skills (Students will be able to...)	Units in Content Area Curriculum	Lessons/Units/Learning Plans/Assessment/Evidence of Learning
<b>Responsible Use</b>	<p><b>VI.B.2.</b> Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge.</p>		<p><b>Honor and Integrity:</b> - Is truthful in words and actions  - Takes responsibility for words and actions</p>	<p><b>Understand Copyright</b> (6th Unit 1)  Articulate reasons for providing clear and accurate citations (give credit for the work of others, being able to locate identified sources, provide readers with background/follow up information)  Demonstrate an understanding of and adhere to copyright laws and related terminology (e.g., fair use, creative commons, plagiarism, public domain).</p>	<p>Social Studies Grade 6 Unit 1 <a href="#">Middle American and the Caribbean</a> Unit 2 <a href="#">Balance of Nature South America</a> Unit 3 <a href="#">Africa</a> Unit 4 <a href="#">Europe</a>  Social Studies Grade 7 Unit 1 <a href="#">China</a> Unit 4 Capstone Global Issues Inquiry  Social Studies Grade 8 Unit 3 <a href="#">Revolutionary Era</a> Capstone Inquiry Project (<a href="#">National History Day</a>)</p>	<p><a href="#">Cite Sources Using Noodletools</a>  <a href="#">Works Cited Rubric</a>  <a href="#">Global Issues Rubric</a>  Dave Lesson  <a href="#">Citing Images</a>  <a href="#">Paraphrase Lesson</a> <a href="#">Paraphrase Worksheet</a></p>
	<p><b>VI.A.1</b> Learners follow ethical and legal guidelines for gathering and using information.</p>			<p>Cite Information Sources/Create Works Cited/Bibliography (6th Unit 1, 2, 3) (7th Unit 1, Capstone) (8th Unit 3, Capstone)  Locate and use information needed (title, author, url, publication date etc.) to clearly and accurately cite sources using given bibliographic tools  Cite Images</p>		

				<p>(6th Unit 1, 2, 3) (7th Capstone) (8th Capstone)</p> <p>Locate and use information needed (title, author, url, publication date etc.) to clearly and accurately cite image sources using given bibliographic tools</p> <p>Paraphrase to avoid plagiarism (6th Unit 4)</p> <p>Accurately uses paraphrasing and summarization to avoid plagiarism</p> <p>Including elements in personal-knowledge products that allow others to credit content appropriately.</p>		
<b>Digital Citizenship</b>	<p>III.B.1. Learners participate in personal, social, and intellectual networks.</p>		<p><b>A West Hartford Public Schools Graduate:</b></p> <p><b>Honor and Integrity</b></p> <ul style="list-style-type: none"> <li>Acts in a fair and equitable manner in all circumstances</li> </ul> <p><b>Respect for Self and Others</b></p> <ul style="list-style-type: none"> <li>Values and honors ALL in our community as unique individuals</li> <li>Recognized that diversity of opinions and perspectives is healthy</li> </ul> <p><b>Curiosity and Love of Learning</b></p>	<p>Digital Etiquette (Classroom, Shared Projects, Email)</p> <p>Use a variety collaborative and digital tools appropriately, following prescribed norms and conventions for etiquette and responsible, respectful communication</p>		<p><a href="#">6th Grade Library Orientation</a> <a href="#">'Email Etiquette Orientation</a> <a href="#">Virtual Author Visit Etiquette</a></p> <p>Makerspace Activities <a href="#">Collaborative Digital Murals</a> <a href="#">Digital Makerspace Showcase</a></p> <p>Bookelicious <a href="#">Destiny Library Catalog</a></p> <p>Collaborative Documents <a href="#">Best Books JamBoard</a></p>

			<ul style="list-style-type: none"> <li>Reads, investigates, connects with others, tinkers, inquires, explores and proposes solutions to problems related to areas of interest</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Develops strategies to work with a partner or small group to complete a task</li> <li>Utilize the contributions of others to approach a task in a different way</li> </ul>			
<b>Inquiry Research</b>	<p><b>IV.B.1</b> Learners act on an information need.</p> <p><b>IV.B.4</b> Learners gather information appropriate to a task.</p> <p><b>I.B.3</b> Learners engage with new knowledge.</p>		<p><b>Inquiry and Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>- Develops substantive questions to guide inquiry</li> <li>-Analyzes and synthesizes existing knowledge in an area of inquiry</li> <li>- Applies research and reasoning skills to investigate an area of interest</li> </ul> <p><b>Problem Solving and Creativity (?)</b></p> <ul style="list-style-type: none"> <li>- Identifies and articulates a substantive problem</li> <li>- Identifies opportunities for innovative approaches to problem solving</li> </ul>	<p>Generate Questions (7th Unit 2) Use the inquiry process to generate questions whose answers lead to a better understanding of the topic</p> <p>Generate keywords / search terms and perform searches using databases and the free web that lead to reliable, relevant sources of information (6th Unit 2) (7th Unit 1, 3)</p> <p>Use menus and filters to narrow searches in databases (6th Unit 2) (7th Unit 3) (8th Unit 3)</p> <p>Select Advanced Search options in web browser (6th Unit 2) (7th Unit 3)</p>	<p>Social Studies Grade 6 Unit 2 <a href="#">Balance of Nature South America</a> Unit 3 <a href="#">Africa</a> Unit 4 <a href="#">Europe</a></p> <p>Social Studies Grade 7 Unit 1 <a href="#">China</a> Unit 2 <a href="#">Middle East and North Africa</a> Unit 3 <a href="#">Class, Caste, and Globalization: Economic Limitations and Opportunity in South Asia</a> Unit 4 Capstone: Global Issues Inquiry</p> <p>Social Studies Grade 8 Unit 1 <a href="#">Thinking Like Historians</a> Unit 2 <a href="#">Colonial Slavery in CT</a> Unit 3 <a href="#">Revolutionary Era</a> Unit 4 Creating a Nation Unit 5 <a href="#">Dividing and Expanding</a></p>	<p><a href="#">Writing Research Questions</a></p> <p><a href="#">Keywords and Search</a></p> <p><a href="#">Database Top 10</a></p>

<p><b>I.D.2</b> Learners participate in an ongoing inquiry-based process.</p> <p><b>V.B.1</b> Learners construct new knowledge following a process that includes generating products that illustrate learning.</p> <p><b>VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</b></p> <p><b>1.Engaging in sustained inquiry.</b></p> <p><b>Creating prompts to answer information needs</b></p> <p><b>Understanding how large language models and machine learning affect AI responses.</b></p>			<p>- Proposes potential solutions to existing problems using knowledge and creativity</p>	<p>(8th Unit 3)</p> <p>Locate and curate a variety of sources relevant to the research topic (Primary/Secondary-Print/digital, paid/free) (6th Unit 2, Unit 4) (7th Unit 1, Capstone) (8th Unit 3, Capstone)</p> <p>Evaluate Sources for reliability and articulate reason why specific sources may or not be considered reliable (6th Unit 2, Unit 3) (7th Unit 1) (8th Unit 3)</p> <p>Make Notes (7th Unit 2) (8th Unit 3)</p> <p>Synthesize information to create a new product (7th Capstone) (8th Capstone)</p> <p>=====</p>	<p><a href="#">Nation</a> Unit 6 <a href="#">Civil War Era and Reconstruction</a> Capstone Inquiry Project: <a href="#">(National History Day)</a></p> <p>Media and News Literacy</p>	<p><a href="#">Source Tracking</a></p> <p><a href="#">CRAAP Hyperdoc 7th Gr. SS Activity from Melissa</a> Version 1</p> <p><a href="#">CRAAP Hyberdoc Revised Fall 2021</a></p> <p><a href="#">Web Eval Lesson (Melissa's Presentation for 7th Gr. SS)</a></p> <p><a href="#">5 W's Web Eval</a> (6th)</p> <p><a href="#">CRAAP Test</a></p> <p><a href="#">Digital Notecard</a></p> <p><a href="#">Product Choice Board</a> <a href="#">National History Day Choice</a></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literacy (Personal Inquiry)</b></p>	<p><b>V. A.1.</b> Learners develop and satisfy personal curiosity.</p> <p><b>I.A.1</b> Learners display curiosity and initiative.</p> <p><b>V.A.3</b> Engage in inquiry-based processes for personal growth.</p>		<p><b>Curiosity and Love of Learning</b> - Poses meaningful questions about the world and its people and seeks to learn more</p> <p>- Asks questions and seeks answers</p> <p>- Reads, investigates, connects with others, tinkers, inquires, explores and proposes solutions</p> <p><b>Respect for Self and Others</b> - Cares for mind, body, and spirit</p>	<p>Formulate questions about a personal or curricular topic</p> <p>Use the library collection and space to explore personal interests</p> <p>Uses the library online catalog to select and locate titles and resources of personal interest</p> <p>Read widely and deeply in multiple formats and write and create for a variety of purposes.</p>	<p>Leave Blank</p>	<p>Booktalks <a href="#">Sedgwick Spring 2021</a></p> <p>Summer Reading <a href="#">2021</a></p> <p>Curated Lists <a href="#">Memoir</a></p> <p>Reader's Advisory</p> <p>Displays <a href="#">BookFlix</a></p> <p>Soraapp.com <a href="#">Sora</a> ebooks and audiobooks</p> <p>Destiny</p> <p>Bookelicious</p> <p>Personal Interest SurveySelf-assessments, informal assessments, interest inventories <a href="#">Folder of Surveys, etc.</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literacy</b></p>	<p><b>II.B.3</b> Learners adjust their awareness of the global learning community.</p> <p><b>II.C.2.</b> Learners exhibit empathy with and tolerance for diverse ideas.</p>		<p><b>Collaboration</b> - Identify one's own perspective and the perspective of others</p> <p><b>Respect for Self and Others</b> - Values the differences in race, ethnicity, religion, gender and sexual</p>	<p>Engage in virtual and in-person discussions of ideas presented in their personal and assigned reading</p> <p>Evaluate a variety of perspectives during learning activities.</p> <p>Represent diverse perspectives during learning activities.</p>	<p>6-8 ELA Support: recommend, curate, and promote diverse titles for lit. circles, independent reading, and whole-class titles 6-8 ELA Support (see above)</p>	<p>68: LMSs curate culturally responsive library collections. <a href="#">Virtual Bookshelves</a></p> <p>Author visits <a href="#">See previous author visits</a></p> <p>School-wide literacy events <a href="#">Readathon</a></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literacy</b></p>	<p><b>Learners construct new knowledge</b></p>		<p>orientation of others</p> <ul style="list-style-type: none"> <li>- Recognizes the diversity of opinion is healthy</li> <li>- Promotes the acceptance of all members of the community</li> </ul>	<p>Demonstrates an understanding of ideas presented in personal and assigned reading</p> <p>Contributes to discussions in which multiple viewpoints on a topic are expressed.</p> <p>1. Problem solving through cycles of design implementation, and reflection</p> <p>2. Persisting through self-directed pursuits by tinkering and making.</p>		<p>Booktalks</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Collaboration and Communication</b></p>	<p><b>I.C.4</b> Learners adapt, communicate, and exchange learning products with others.</p>		<p><b>Effective Communication</b></p> <ul style="list-style-type: none"> <li>- Articulates thoughts through writing, speaking or visual representation</li> <li>- Listens closely to accurately represent the ideas of others</li> <li>- Uses a wide range of tools to reach a variety of audiences.</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>- Identify my perspective and the perspective of others</li> <li>- Develops strategies to work with a partner or small group to complete a task</li> </ul>	<p>Articulates thoughts through writing, speaking or visual representation</p> <p>Listens closely to accurately represent the ideas of others</p> <p>Selects from a wide range of tools to effectively reach a variety of audiences.</p> <p>Identify their own perspective and the perspective of others</p> <p>Develops strategies to work with a partner or small group to complete a task</p> <p>Utilize the contributions of and feedback of others to approach a task in a different way</p> <p>=====</p> <p><b>Interacting with content presented by others</b></p> <p><b>Sharing products with an authentic</b></p>	<p>Social Studies Grade 6 Unit 1 <a href="#">Middle American and the Caribbean</a></p> <p>Unit 2 <a href="#">Balance of Nature South America</a></p> <p>Unit 3 <a href="#">Africa</a></p> <p>Unit 4 <a href="#">Europe</a></p> <p>Social Studies Grade 7 Unit 1 <a href="#">China</a></p> <p>Unit 2 <a href="#">Middle East and North Africa</a></p> <p>Unit 3 <a href="#">Class, Caste, and Globalization: Economic Limitations and Opportunity in South Asia</a></p> <p>Unit 4 Global Issues Inquiry</p> <p>Unit 5</p> <p>Social Studies Grade 8 Unit 1 <a href="#">Thinking Like Historians</a></p>	<p><a href="#">Amazon PSA</a></p> <p><a href="#">Product Choice Board</a></p> <p><a href="#">National History Day Choice</a></p>

			- Utilize the contributions of others to approach a task in a different way.	<b>audience.</b>	Unit 2 <a href="#">Colonial Slavery in CT</a> Unit 3 <a href="#">Revolutionary Era</a> Unit 4 Creating a Nation Unit 5 <a href="#">Dividing and Expanding Nation</a> Unit 6 <a href="#">Civil War Era and Reconstruction</a> Capstone Inquiry Project ( <a href="#">National History Day</a> )	
--	--	--	------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Appendix

[Curriculum in a Nutshell outlines or PRIORITY STANDARDS](#)

6-8 Old Priority Standards [https://docs.google.com/document/d/1rgv39VRwXhb\\_9HZR9bxPFCzljTUCgNLKCJmyG\\_fvFy4/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1rgv39VRwXhb_9HZR9bxPFCzljTUCgNLKCJmyG_fvFy4/edit#heading=h.gjdgxs)

2014 MS Priority OLD Standards Crosswalk with Skills <https://docs.google.com/document/d/1vmS2KH7N0JDKK6iRfM5IX0ze5jtB1nh523pp0PaLrP8/edit>

CCSS Research Skills 2019 <http://www.corestandards.org/ELA-Literacy/WHST/6-8/>

Social Studies Units <https://docs.google.com/document/d/1Fyouxkz99tJ5FVJtJPj1UaC3PeHPXWlsh4uUlu7A-bQ/edit?usp=sharing>

KP Skills Breakdown by Unit and Grade [https://docs.google.com/document/d/1LGwDy-cRLCqr7ql32ss5jdm9UcTO79SXuEmmuK\\_7pU/edit](https://docs.google.com/document/d/1LGwDy-cRLCqr7ql32ss5jdm9UcTO79SXuEmmuK_7pU/edit)

**AASL/NGSS/C3/CCSS 2021 Draft Crosswalk** [https://docs.google.com/document/d/1ATQPorPJKOXlbbbCyM0csSyc5RHk-7xTuTcUoPWv\\_xg/edit?usp=sharing](https://docs.google.com/document/d/1ATQPorPJKOXlbbbCyM0csSyc5RHk-7xTuTcUoPWv_xg/edit?usp=sharing)