

Project Title: A Site for Citation

Standards Met:

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- d. Exhibit leadership for digital citizenship

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- d. Contribute to project teams

Enduring Understanding:

There are rights and responsibilities associated with the use of information and technology. (?)

This could be taught alongside any unit where students need to do research.

Essential Questions:

Why do we need to cite information?

What kinds of information need to be cited?

How does citation contribute to your rights and responsibilities as a digital citizen?

GRASPS Task:

Goal: Do research for a report

Role: *This could vary based on unit and age. Some ideas are:*

- Scientist studying an animal and its habitat
- Reporter traveling back in time to witness an important event

Six Facets of Understanding:

Explain: Create a checklist explaining how you know if something needs to be cited (K-2) and if you are able to use it (fair use, public domain included for 3-5) * (see below)

Interpret: Create a citation pledge using the learner profile / TADS

[Example](#)

• Doctor creating a pamphlet about hygiene Audience: <i>This could vary based on unit and age. Some ideas corresponding to the roles above are:</i> • students in a particular grade • average citizen who reads the newspaper • patient Situation: You need to write a report for a particular audience. As you write make sure that you record your sources. For the pictures you include in your report, make sure you are allowed to include them as well (for 3 to 5). Product: A bibliography for the information report in MLA form, using the continuum on Academically Honest.	Use the Generate-Sort-Elaborate-Connect routine in Visible Thinking and Citation to get started. Apply: Use the copyright flowchart to create a more personal flowchart outlining copyright. Do the See-Think-Wonder routine in Visible Thinking and Citation. Have perspective: Examine some examples of citations and decide if they are accurate. For grades 3-5, examine some images and decide if you are able to use them. Do the Think, Pair, Share in Visible Thinking and Citation Empathize: Create role-play about someone copying your work from the internet. Do the Circle of Viewpoints routine in Visible Thinking and Citation. Have self-knowledge: Assess own work against the descriptors on the Academically Honest blog, the self assessment checklist and/or this RUBRIC. Complete the Bridge 3-2-1 routine in Visible Thinking and Citation.
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SCROLL DOWN FURTHER TO SEE ASSESSMENTS

Self-Assessment Checklist

I advocate and practice safe, legal, and responsible use of information and technology.

I ...	Yes	Starting To	No
can identify when work is my own or someone else's.			
can say where I found someone's work.			
can record where I found someone's else work in my own work.			
can cite use of different media following the appropriate formats.			
identify when someone else has sourced their work correctly.			
only use sources with the correct copyright.			
use my research skills to find information using a variety of media.			

I am Academically Honest

<i>Category</i>	Beginner	By the end of Grade 2 ...	By the end of Grade 5 ...
<i>General</i>	I know if work is mine or not. I know when I am borrowing somebody elses work.	I understand that media comes from different places and may not belong to me. I know that images and videos have an author.	I can cite all multimedia correctly. I can identify the author and date work was created. I only use work that is correctly licensed. I can add hyperlinks to work I use.
<i>Books/ Printed Resources</i>	I can identify the author and title of a book.	I can record the author, title and publishing year of a book.	I can correctly record the authors, title, publisher & publishing year of books using italics when necessary.
<i>Images</i>	I know the difference between my own photographs and somebody elses.	I can identify if I am the subject in a photo, or the photographer. I can borrow images for my work.	I can record where a borrowed image came from. I only use images with the correct license. I can use a hyperlink to show where the image came from.
<i>Websites</i>	I can identify which website my information came from.	I can record the name of the website and the date I accessed the information.	I can record the name of the website and the date I accessed it. I can add a hyperlink to the site.
<i>Blogs</i>	I can identify which blog my information came from.	I can record the authors name or the title of the blog. I can record the date I accessed the information.	I can record the authors name and the blog title. I can include the date of the post and the date I accessed the information. I can add a hyperlink to the blog.
<i>Youtube/ Videos</i>	I can use videos in my work. I know the title of the video.	When I use videos I can add the title of the video to my work. I can also add the date I accessed it.	I can add the authors name, title of a video. I can add the date it was posted as well as the date I accessed it.

* Note:

The citation continuum on the [Academically Honest](#) blog is meant for primary school educators. As a result, the continuum does not reach full, appropriate citation. The authors do not feel it is realistic to expect young students to independently cite various media. Ideally, this project will be continued by secondary school educators in order to complete the entire continuum. Further, when students are creating something for sharing the wider community, you may want to encourage students to use [full citation](#).

References:

"Digital Citizenship PYP Workshop." [Conceptual Understandings](#). Weebly, n.d. Web. 29 April, 2015

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Schrock, Kathy. *Bibliographic Citations*. N.p.: n.p., n.d. Web. 25 Apr. 2015. based on a work by www.hobbyhorsebooks.com