

15, 20The Model Curriculum for PA School Library Programs, Grade Band 9-12

Stage 1 Desired Results:

Correlated PA Core Standards, Big Ideas & Essential Questions, Library Information Concepts, & Student Competencies

Stage 2 Assessment Evidence:

Performance Tasks and Rubrics

Stage 3 Learning Plan:

WHERETOs, Sequenced Instructional Strategies & Student Learning Experiences, and Resources*

Stage 2 Assessment Evidence & Stage 3 Learning Plans Arranged by Clustered Big Ideas

- **Selling Genetically-Modified Food, Grades 11-12**
- **Writing a Genre Review for *The New York Times Book Review*, Grades 9-12**
- **Persuading Mass Media Outlets to Accept Political Ads, Grades 9-12**
- **Developing a Research Topic for a Newspaper Article, Grades 9-12**
- **Taking Notes to Create an Infographic Drawing Attention to Misuse of Prescription Drugs, Grades 9-12**
- **Preparing an Outline for a Film Script on World War II, Grades 9-12**
- **Commemorating the Centennial of World War I, Grades 9-10**
- **Preparing a Press Release, Grades 11-12**
- **Creating a Public Service Announcement (PSA) for At-Risk Students, Grades 9-12**
- **Creating a Public Service Announcement (PSA) Promoting Responsible Digital Citizenship in Schools, Grades 9-12**

Stage 3 Learning Plans for Performance Tasks

To begin implementing a Learning Plan, ask first:

- **WHERE Is the Student Going?**

Learning Goals: Correlated *PA Core Standards*, *The Model Curriculum for PA School Library Programs* Stage 1 Big Idea(s) & Essential Questions, Library Information Concept(s), & Student Competencies

- **WHAT Is Required of the Student?**

Stage 2 Assessment Evidence: Performance Task & Rubric

***Resources current as of August 2014**

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

Library Information Concept: Evaluating Diverse Media Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to...):

Evaluate information found in multiple sources and mediums to address a question or solve a problem.

What understandings/competencies will be assessed through this task?

Analysis and evaluation of sources from diverse media and selection of information to solve a problem or present an argument.

Stage 2: Assessment Evidence

Scenario: Selling Genetically-Modified Food

Suggested Grades: 11-12

There has been much debate about the production and use of genetically modified or genetically engineered food and its effects on humans and animals after it has been eaten. Thus, a nationally-known grocery chain is deciding whether to sell genetically modified food. As an attorney working for a client organization that takes a position on genetically modified foods, your task is to help this grocery chain decide whether to carry genetically modified foods and your audience will be its executives. You'll present an argument to justify your position about the financial, medical, environmental, and/or ethical implications of selling genetically modified food. Your challenge will be to persuade the executives whether or not to sell genetically modified foods.

You'll develop a position paper and support it with a multimedia presentation that includes diagrams, charts, graphs, and/or images to make a convincing argument supporting your position to the executives. Both your position paper and your multimedia presentation should use current, authoritative sources from more than one type of media that you have cited correctly and present strong evidence that supports your position and refutes the counter-argument effectively.

Performance Tasks Rubric: Genetically-Modified Food
English Language Arts Standard, Suggested Grades: 11-12

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library & Information Concept: Evaluating Diverse Media

Criteria for Success

Levels of Achievement	Identifying Sources	Selecting and Citing Evidence	Addressing Counter-Arguments
3 Proficient	Identifies relevant, authoritative sources from at least three types of media or formats on aspects of genetically modified food or genetic engineering.	Selects and cites at least three pieces of substantial evidence that supports the opinion closely.	<ul style="list-style-type: none"> ▪ Addresses at least one counter-argument and refutes it with careful reasoning drawn from multiple authoritative sources. ▪ Uses at least two pertinent quotations from reliable sources to support reasoning.
2 Developing	Identifies relevant, authoritative sources from at least two types of appropriate media on aspects of genetically modified food or genetic engineering.	Selects and cites at least two pieces of useful evidence that supports the opinion in general.	<ul style="list-style-type: none"> ▪ Addresses at least one counter-argument and refutes it with reasoning drawn from at least one reliable source. ▪ Uses at least one quotation to support reasoning.
1 Needs Improving	Identifies no relevant, authoritative sources and/or uses only one type of media on aspects of genetically modified food or genetic engineering.	Cites little or no pertinent evidence.	<ul style="list-style-type: none"> ▪ Addresses one counter-argument, but does not provide adequate reasoning and/or doesn't cite a reliable source. ▪ Doesn't use quotations to support reasoning.

Stage 3 Learning Plan: WHERETO

Performance Task: Selling Genetically-Modified Food

Suggested Grades: 11-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Using valid and reliable sources to gather evidence allows you to develop an informed opinion about a topic.”

“How you present evidence to support your argument and refute counter-arguments makes your argument more persuasive.”

Hook and Hold to Engage

“Glow-in-the-dark cats, Enviropigs, venomous cabbage, and web-spinning goats may sound like they come out of your favorite science fiction movie, but they are all examples of genetic engineering experiments that are meant to help humans overcome certain issues. These and many other genetically modified organisms exist today. Their DNA has been altered or combined with other DNA to create entirely new sets of genes. Choose one genetically engineered organism, and gather some background information to determine your initial thoughts about the practice of genetically modifying a living organism’s DNA for the purpose of science. Share your thoughts with a partner. Now, think about the food that you have consumed today. How does it make you feel to know that an estimated 75% of processed food on the grocery shelves contain genetically engineered ingredients?”

Explore, Experience, Enable, Equip

Guide students toward valid and reliable sources about genetically modified foods; review required elements of task; instruct students on selecting evidence to support position; review bibliographic citation format; provide a handout with basic persuasive writing techniques; provide guidance on how to use multimedia presentation tools.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Ask students to think about the holes in their arguments: “In what ways might the grocery chain executives, food manufacturers, or scientists argue with your position?” Facilitate peer-review during which the students present positions, evidence, and multimedia visuals to gather feedback from peers. Provide time for students to extend research to improve claims and counterclaims.

Evaluate Work and Progress

Ask students to:

- Role-play grocery store executives and participate in a “gallery walk” to examine the students’ multimedia presentations in which they place one positive comment and one question on a sticky note for each peer’s argument.
- Evaluate the strengths of their position papers and presentations based on analyzing the peer comments.
- Reflect by answering the following questions:
 - “Will the grocery chain executives be persuaded by my position statement and multimedia presentation? Why or why not?”
 - “What have I learned about finding evidence to support an opinion?”
 - “What would I do differently in conducting my research next time?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels and/or adjust the sophistication of the resource search tools. Encourage the use of advanced search strategies.

Focus on a specific genetically-modified food rather than on the category of genetically-modified foods. Allow for partners or small groups to create the multimedia presentations. Provide for student choice among a variety of multimedia technologies. Adjust length of paper and presentation.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about genetically modified foods; Strategies for locating sources, identifying evidence, citing sources, and persuasive writing.

Uncover: Presentation tools; evaluating sources; plagiarism.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Selling Genetically-Modified Food

Suggested Grades: 11-12

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Using valid and reliable sources to support a specific position

Instructional Strategies:

- Model strategies for identifying diverse sources
- Demonstrate how to evaluate sources for credibility, reliability, and validity
- Provide direct instruction to aid students in formulating a position based on preliminary research
- Model how to select and cite evidence to support position and refute a counter-argument
- Provide time for independent practice
- Introduce basic persuasive writing techniques used to compose a position paper
- Review potential presentation software or apps to develop a multimedia presentation
- Encourage self- and peer-reflection

Student Learning Experiences:

- Conduct research on a specific topic using multiple sources
- Evaluate sources in various media formats to determine which will be most effective to the task
- Formulate a position and write a paper or create a multimedia presentation to support the position
- Rehearse presentations and gather peer feedback
- Self-reflect on progress and required elements
- Present a position paper and multimedia presentation
- Self-reflect on product/process

Sequencing:

- **Prior Knowledge Assessment:** Knowledge of genetically-modified foods; locating, evaluating, and citing sources; persuasive techniques; presentation tools; plagiarism
- **Timeframe:** Short-range

Collaboration:

- English, Science

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Selling Genetically-Modified Food **Suggested Grades: 11-12**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Franchino, Vicky. <i>Genetically Modified Foods</i>. North Mankato: MN, Cherry Lake Publishing, 2014. ▪ <i>Global Viewpoints: Genetically Modified Food</i>. Farmington Hills, MI: Greenhaven Press, 2014. ▪ Kaufman, Frederick. <i>Bet the Farm: How Food Stopped Being Food</i>. Hoboken, NJ: Wiley, 2012. ▪ McGrath, Bruno. <i>Genetically Modified Foods vs. Sustainability</i>. Charleston, SC: CreateSpace, 2013.
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Presentation tools (e.g., PowerPoint, Prezi, Google Presentations)

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Primary Sources	<ul style="list-style-type: none"> ▪ "H.R. 1699: Genetically Engineered Food Right-to-Know Act." <https://www.govtrack.us/congress/bills/113/hr1699#related>
Periodical Articles	<ul style="list-style-type: none"> ▪ "Battle Brewing Over Labeling of Genetically Modified Food." <i>The New York Times</i>. <http://www.nytimes.com/2012/05/25/science/dispute-over-labeling-of-genetically-modified-food.html?_r=0> ▪ "Genetically Modified Foods: What Is and Isn't True." <i>The Washington Post</i>. <http://www.washingtonpost.com/lifestyle/food/genetically-modified-foods-what-is-and-isnt-true/2013/10/15/40e4fd58-3132-11e3-8627-c5d7de0a046b_story.html> ▪ Genetically Modified Food Series (2013): <ul style="list-style-type: none"> ▪ "The Genetically Modified Food Debate: Where Do We Begin?" <i>The Grist</i>. <http://grist.org/food/the-genetically-modified-food-debate-where-do-we-begin/> ▪ "The GM Safety Dance: What's Rule and What's Real." <i>The Grist</i>. <http://grist.org/food/the-gm-safety-dance-whats-rule-and-whats-real/> ▪ "Genetic Engineering vs. Natural Breeding: What's the Difference." <i>The Grist</i>. <http://grist.org/food/genetic-engineering-vs-natural-breeding-whats-the-difference/> ▪ "Genetic Engineering: Do the Differences Make a Difference?" <i>The Grist</i>. <http://grist.org/food/genetic-engineering-do-the-differences-make-a-difference/> ▪ "Genetically Engineered Food: Allergic to Regulations." <i>The Grist</i>. <http://grist.org/food/genetically-engineered-food-allergic-to-regulations/> ▪ "Genetically Modified Seed Research: What's Locked and What Isn't." <i>The Grist</i>. <http://grist.org/food/genetically-modified-seed-research-whats-locked-and-what-isnt/> ▪ "GMO 2.0: Genetically Modified Foods with Added Health Benefits" <i>The Guardian</i>.

	<p>http://www.theguardian.com/sustainable-business/2014/jun/10/genetically-modified-foods-health-benefits-soybean-potatoes></p> <ul style="list-style-type: none"> ▪ "Is Extremism in Defense of GM Food a Vice? <i>The Grist</i>. http://grist.org/food/is-extremism-in-defense-of-gm-food-a-vice/> ▪ Little, Amanda. "A Journalist and a Scientist Break Ground in the G.M.O. Debate." <i>The New Yorker</i>. http://www.newyorker.com/online/blogs/elements/2014/04/a-civil-debate-over-genetically-modified-food.html> ▪ "The Truth about Genetically Modified Food." <i>Scientific American</i>. http://www.scientificamerican.com/article/the-truth-about-genetically-modified-food/> ▪ "Vermont v Science." <i>The Economist</i>. http://www.economist.com/news/united-states/21601831-little-state-could-kneecap-biotech-industry-vermont-v-science>
Websites	<ul style="list-style-type: none"> ▪ "Food from Genetically Engineered Plants." <i>US Food and Drug Administration</i>. http://www.fda.gov/food/foodscienceresearch/biotechnology/ucm346030.htm> ▪ "Genetically Modified Food." <i>World Health Organization</i>. http://www.who.int/topics/food_genetically_modified/en/> ▪ "Genetically Modified Foods." <i>Harvard School of Public Health</i>. http://www.chgeharvard.org/topic/genetically-modified-foods> ▪ "Harvest of Fear: Exploring the Growing Fight over Genetically Modified Food." <i>PBS</i>. http://www.pbs.org/wgbh/harvest/> ▪ "U.S. National Library of Medicine." <i>United States Department of Health and Human Services</i>. http://www.nlm.nih.gov/medlineplus/ency/article/002432.htm>
Spoken Word	<ul style="list-style-type: none"> ▪ "Genetically Modified Food." <i>National Public Radio</i>. http://www.npr.org/tags/141417893/genetically-modified-food>
Video	<ul style="list-style-type: none"> ▪ "Food Fight over Genetically Modified Foods." <i>Bloomberg TV</i>. http://www.bloomberg.com/video/food-fight-over-genetically-modified-foods-6QiOcsaCRVm1d8KLhJf8lQ.html> ▪ "Genetically Modified Food." <i>C-SPAN</i>. http://www.c-span.org/video/?318292-1/genetically-modified-food> ▪ "What is a Genetically Modified Food?" <i>Scientific American</i>. http://www.scientificamerican.com/article/gmo-what-is-genetically-modified-food-video/>
Apps	<ul style="list-style-type: none"> ▪ "10 Apps to Help You Eat GMO Free." <i>The Food Revolution Network</i>. http://foodrevolution.org/blog/non-gmo-apps/>

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

Library Information Concept: Selecting Literary Fiction Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.3.9-12.K Independently and proficiently read and comprehend literary fiction on grade level.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to...*):
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.

What understandings/competencies will be assessed through this task?

Apply reading strategies (questioning, reflecting, responding, and evaluating) to a variety of independently selected genres.

Stage 2: Assessment Evidence

Performance Task: Writing a Genre Review for *The New York Times Book Review*

Suggested Grades: 9-12

The New York Times Book Review is the national leader in reviewing new books. As a free-lance reviewer, you have been commissioned by its Editor to write a review of a new science fiction novel. You'll select a science fiction novel to read that you have not already read and prepare a review. During your reading, you should decide what you think the author's purpose was in writing the novel, reflect upon the elements of science imbedded in the novel, analyze the literary elements (i.e., plot, characterization, setting, style and theme) and examine the characteristics of the science fiction genre and evaluate how well the author matched the characteristics of the science fiction genre.

Your written review should explain the author's purpose in writing the novel and how purpose relates to theme and analyze the elements of science and the literary elements of characters, pivotal plot points and conflicts, setting, and the literary style in the novel. You should enumerate and explain how well the author matched the characteristics of the science fiction genre.

[As an alternative, students may choose a genre from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Writing a Genre Review for *The New York Times Book Review*

English Language Arts Standard, Suggested Grades: 9-12

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

Library Information Concept: Selecting Literary Fiction and Applying Reading Strategies

Criteria for Success

Levels of Achievement	Identifying Author's Purpose	Analyzing Major Literary Elements	Evaluating the Author's Effectiveness in the Genre
3 Proficient	Identifies how the author's purpose relates to the theme of the novel, clearly explaining reasoning and citing evidence.	Analyzes concisely and accurately the novel's plot, main characters, conflict, and setting. Summarizes the plot without spoiling the ending.	Provides at least three carefully selected and specific examples of author's effectiveness in working with characteristics of that genre and evaluates author's overall success.
2 Developing	Identifies how the author's purpose relates to the theme of the novel, but doesn't clearly explain reasoning and/or cite evidence.	Analyzes the novel's plot, main characters, conflict, and setting in general. Provides a general summary of the plot and/or reveals ending.	Provides at least two specific examples of author's effectiveness in working with characteristics of that genre and evaluates author's overall success.
1 Needs Improving	States author's purpose, but doesn't provide explanation and/or doesn't address author's purpose or states author's purpose incorrectly.	Describes rather than analyzes elements minimally and/or doesn't analyze several of the literary elements of plot, characters, conflict, or setting and/or reveals ending.	Evaluates the author's overall success in general, but either doesn't relate that success to the genre and/or fails to provide examples.

Stage 3 Learning Plan: WHERETO

Performance Task: Writing a Genre Review for *The New York Times Book Review*

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Being able to identify an author’s purpose, including discerning fact from opinion, makes you a better consumer of information.”

“When you are able to analyze the use of an author’s literary elements and evaluate an author’s effectiveness in writing in a specific genre, you become a more effective reader.”

Hook and Hold to Engage

“After watching a five-minute clip from *Divergent*, *The Hunger Games*, or *Ender’s Game* (or another young adult science fiction movie adaptation of a book), brainstorm the elements of the movie (e.g., setting, characters, plot, theme) that characterize it as science fiction rather than another genre.”

Explore, Experience, Enable, Equip

Model close-reading strategies to identify author’s purpose, literary elements, and genre characteristics. Use guided reading strategies to analyze a well-written book review from *The New York Times* or another source. Examine a poorly written review (e.g., Yelp, TripAdvisor, Rotten Tomatoes, goodreads) and elicit responses to improve upon the piece. Provide a handout with questions to consider when reading science fiction (http://www.readwritethink.org/files/resources/lesson_images/lesson927/SciFiQuestions.pdf). Instruct on how to synthesize information.

Rethink, Revise, Rehearse, Refine

Review the rubric with students before, during, and after reading the science fiction text to encourage self-assessment.

Ask students to justify why the elements of the text represent the genre of science fiction rather than another genre. Facilitate small peer-review groups. Provide time for students to revise or refine their book reviews based on peer feedback and the rubric.

Evaluate Work and Progress

After reflecting on readiness for publication, encourage students to pursue an avenue for publication (e.g., local paper, school paper, literary magazine, reader advisory websites, or the online library catalog).

Ask students to reflect by answering these questions:

- “Has my experience in this writing process changed the way I think about product reviews?”
- “What is the most important thing that I have learned about an author’s use of literary elements?”
- “In what ways does the genre of a text have an impact on the literary elements?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Select a clip from a different science fiction novel for a young adult audience. Use a book review from a different reviewing source. Provide a wide range of science fiction books with varying lengths and text complexity, different sub-genres, or audiobooks. Provide a handout to model appropriate analysis of literary elements and genre characteristics. Provide a graphic organizer for developing a book review based on the criteria of the rubric. Use literature-circle groups to support comprehension and analysis.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about the elements of science fiction as a core element of the genre review; strategies explicitly to identify author's purpose and to analyze literary elements.

Uncover: Recognizing biased reviews; identifying literary elements; writing a review.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Writing a Genre Review for *The New York Times Book Review* Suggested Grades: 9-12

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Identifying the effectiveness of authors in the science fiction genre
- Identifying and characterizing effective book reviews
- Analyzing major literary elements

Instructional Strategies:

- Review elements of science fiction
- Model close-reading strategies to identify author's purpose, literary elements, and genre characteristics using "Questions to Consider When Reading Science Fiction" handout
- Guide analysis of a well-written book review
- Provide opportunities for independent practice to examine a poorly written review and make suggestions for improvement
- Instruct on synthesizing information into a genre book review
- Facilitate peer editing and independent revision
- Encourage self- and peer-reflection

Student Learning Experiences:

- Analyze a genre text based on elements of the rubric
- Analyze a well-written book review
- Locate a poorly-written review and revise
- Analyze a genre text and synthesize into a critical review of a text in that genre
- Peer-edit using the rubric as a guide
- Reflect on review and pursue an avenue for publication

Sequencing:

- **Prior Knowledge Assessment:** Characteristics of science fiction; literary elements; elements of a book review
- **Timeframe:** Mid-range

Collaboration:

- English, Science

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Writing a Genre Review for *The New York Times Book Review* Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Athans, Philip. <i>The Guide to Writing Fantasy and Science Fiction: 6 Steps to Writing and Publishing Your Bestseller</i>. Avon, MA: Adams Media, 2010. ▪ Brown, Laura. <i>How to Write Anything: A Complete Guide</i>. New York: W.W. Norton, 2014. ▪ <i>Critical Insights: Contemporary Speculative Fiction</i>. Ipswich, MA: Salem Press, 2013.
Primary Sources	<ul style="list-style-type: none"> ▪ Baldick, Chris. <i>The Oxford Dictionary of Literary Terms</i>. New York: Oxford University Press, 2009.
Websites	<ul style="list-style-type: none"> ▪ “Genre Handout - Questions to Consider When Reading Science Fiction.” <i>Read Write Think</i>. <http://www.readwritethink.org/files/resources/lesson_images/lesson927/SciFiQuestions.pdf> ▪ Kang, Lydia. “Young Adult Sci-Fi That Will Get Readers Psyched about Science.” <i>Huffington Post</i>. <http://www.huffingtonpost.com/lydia-kang/young-adult-scifi-that-wi_b_4503732.html> ▪ “Other Resources.” <i>Science Fiction and Fantasy Writers of America</i>. <http://www.sfwaworld.org/other-resources/> ▪ “Science Fiction and Fantasy Fiction.” <i>Internet Archive</i>. <https://archive.org/details/sciencefiction> ▪ “Young Adult Science Fiction.” <i>goodreads</i>. <http://www.goodreads.com/genres/young-adult-science-fiction>
Video	<ul style="list-style-type: none"> ▪ <i>Divergent</i>. Dir. Neil Burger. Lionsgate, 2014. DVD ▪ <i>Ender’s Game</i>. Dir. Gavin Hood. Lionsgate, 2013. DVD. ▪ <i>The Giver</i>. Dir. Phillip Noyce. The Weinstein Company, 2014. DVD. ▪ <i>The Hunger Games</i>. Dir. Gary Ross. Lionsgate, 2012. DVD. ▪ <i>The Maze Runner</i>. Dir. Wes Ball. 20th Century Fox, 2015. DVD.
Apps	<ul style="list-style-type: none"> ▪ Destiny Quest

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ <i>goodreads</i>. <https://www.goodreads.com> ▪ <i>Rotten Tomatoes</i>. <http://www.rottentomatoes.com> ▪ <i>Teen Ink</i>. <http://www.teenink.com> ▪ <i>Yelp</i>. <http://www.yelp.com/pittsburgh>
Spoken Word	<ul style="list-style-type: none"> ▪ “Book Reviews.” <i>NPR Books</i>. <http://www.npr.org/sections/book-reviews/>
Apps	<ul style="list-style-type: none"> ▪ Booklist Online Review of the Day ▪ goodreads ▪ Shelfari

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

**Library Information Concept: Evaluating Sources; Research Process: Accessing, Identifying, & Evaluating Resources
Grade Band 9-12**

Stage 1: Desired Results

Established Goals (English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business Computer Information Technology Standards):

CC.1.4.9-12.I Distinguish the claim(s) from alternate or opposing claims; develop claims fairly, supply evidence, point out strengths and weaknesses...

CC.1.4.9-12.W Gather relevant info from multiple authoritative print and digital resources, using advanced searches effectively; assess...

CC.3.6.9-12.G Gather relevant info from multiple authoritative sources...

CC.8.6.9-12.G Gather relevant info from multiple authoritative print and digital resources, using advanced searches effectively; assess and integrate info into text selectively and avoiding plagiarism.

15.3.9-12.E Evaluate chosen print and electronic resources for advanced research.

Understandings (Students will understand that...):
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to...):

- 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 and acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument.
- 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.
- As part of research process: access print sources using features of OPAC, 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 according to their authorship, objectivity, scholarship and timeliness. Verify information by checking facts in alternate sources.

What understandings/competencies will be assessed through this task?

Without plagiarizing, selectively extract information from multiple sources using different quotations, summarizing and paraphrasing, while documenting sources in standard bibliographic citation format. Evaluate print and digital sources for credibility, relevance, currency, accuracy and bias.

Stage 2: Assessment Evidence

Performance Task: Persuading Mass Media Outlets to Accept Political Ads

Suggested Grades: 9-12

Mass media outlets receive requests from candidates to air political advertisements during campaign season and must consider issues of fairness to all candidates. As a new political candidate, you want to influence your local media that they should publish or air political advertisements. Your audience will be executives from the local newspaper, radio station, television station and website. These executives have decided to make a joint policy decision about whether to publish or air political ads during the upcoming election campaign because they are concerned about the accuracy of these ads and the negative portrayals of opponents. These executives have asked you to prepare a concise memo stating your position based on authoritative sources you have consulted.

From a pool of various sources that either you or your teacher has selected, you should choose a source to submit to the executives that presents your position most authoritatively and that you believe will have the greatest impact on their joint policy decision. In addition, the executives ask you to provide evidence that the source upon which you have based your position is authoritative, accurate, and current. Using additional sources, you should provide evidence of the author's credibility, cross check the relevant facts and supporting details, cite evidence these facts are accurate, identify evidence of currency, and confirm any bias.

Performance Task: Persuading Mass Media Outlets to Accept Political Ads
English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business,
Computer, and Information Technology Standards, Suggested Grades: 9–12

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.

Library & Information Concepts: Evaluating Sources; Research Process: Accessing, Identifying, & Evaluating Resources

Criteria for Success

Levels of Achievement	Evaluating Credibility/ Authority	Determining Relevancy	Checking for Currency	Verifying Reliability	Identifying Bias/Objectivity
3 Proficient	Presents evidence that the author is an expert in the field. Cites at least three credible sources correctly.	Uses multiple, relevant facts and supporting details in preparing position.	Uses all current sources and cites publications so that copyright dates can be identified.	Verifies all facts using other reliable sources.	Uses unbiased sources that present more than one viewpoint and/or a research-based viewpoint.
2 Developing	Presents evidence that the author is educated on the topic. Cites at least two credible sources correctly.	Uses multiple, relevant facts in preparing position, but hasn't included all supporting details.	Uses mostly current sources but doesn't cite publications so that all copyright dates can be identified.	Verifies some facts using other reliable sources.	Uses a source that presents a biased opinion although position is thoughtful and well researched.
1 Needs Improving	Presents little or no evidence that the author is educated on the topic and/or doesn't cite credible sources and/or includes no citations.	Uses few relevant facts in preparing position.	Uses sources that are not current and/or doesn't cite publications so that any copyright dates can be identified.	Can't verify facts from sources and/or uses unreliable sources.	Uses a source with a biased viewpoint, and/or doesn't provide research to support the viewpoint.

Stage 3 Learning Plan: WHERETO

Performance Task: Persuading Mass Media Outlets to Accept Political Ads

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Being a critical thinker means that you know how to identify, access, interpret, and evaluate sources of information.”

Hook and Hold to Engage

“According to the article “The Science of Political Advertising” written by Sadie Dingfelder in the journal *Monitor on Psychology*, political campaigns spend \$3 million+ on broadcast television ads to influence voters in favor of a particular candidate. Some psychologists and political scientists have found that negative ads might create more thoughtful voters than positive ones. After viewing a variety of political ads in a variety of formats, both positive and negative, with a partner, discuss whether negative ads influence respect for a candidate and how these ads have an impact on voters during an election.”

Explore, Experience, Enable, Equip

Model deconstructing a political ad to determine its audience, portrayal of facts, and purpose (e.g., introduce candidate, state platform, rebut an attack, demonize opponent); review required elements of the task, including the goal of finding a source that highlights the pros and cons of political ads; instruct on using criteria for evaluating a source; provide a handout to guide source evaluation; provide guidelines for writing a memo.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Facilitate small-group discussion during which students try to convince their peers that their source will provide a strong enough argument to convince the media executives to publish or air political ads. Provide time for students to locate additional sources to crosscheck the credibility/authority, relevancy, currency, reliability, and bias/objectivity of their chosen source.

Evaluate Work and Progress

Facilitate student assessment of the chosen source based on the criteria of the rubric. Ask students to reflect by answering these questions:

- “What was my most difficult challenge in finding an appropriate source to share with the media executives? How did I try to overcome this challenge?”
- “If I had to give one piece of advice to someone who is just starting to search for a resource, what would I tell the person?”
- “How did the process of evaluating sources for research compare with the process of making an informed choice of a candidate in an election?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide political ads with a variety of reading levels; offer guidance in locating sources. Allow for partners or small groups to create a memo based on each group member's chosen source. Supply guided source evaluation handouts that provide different depths of analysis. Offer the opportunity to choose an argument for or against publishing/airing political ads. Adjust the length of the memo.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about election process and history of political ads; explicit strategies to evaluate sources based on the criteria in the rubric.

Uncover: Locating sources; memo writing; persuasive techniques.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Persuading Mass Media Outlets to Accept Political Ads	Suggested Grades: 9-12
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skills:	
<ul style="list-style-type: none"> ▪ Framing arguments ▪ Analyzing content and purposes of political ads during campaign season ▪ Evaluating sources ▪ Characterizing elements of an effective memo 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Model strategies to deconstruct a political ad ▪ Guide students in locating appropriate sources ▪ Guide practice using criteria to evaluate sources ▪ Provide opportunities for independent practice ▪ Familiarize students with strategies for synthesizing information into a memo ▪ Encourage self- and peer-reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Use sources to determine the pros and cons of a specific topic ▪ Evaluate sources ▪ Extract and synthesize information to support an argument ▪ Compose a persuasive memo ▪ Self-reflect on product and process 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Election process; formatting a memo; citations ▪ Timeframe: Short-range 	
Collaboration:	
<ul style="list-style-type: none"> ▪ Civics, Social Studies, Government, English, Journalism/TV Production 	

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Persuading Mass Media Outlets to Accept Political Ads

Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Periodical Articles	<ul style="list-style-type: none"> ▪ Dingfleder, Sadie. "The Science of Political Advertising." <i>Monitor on Psychology</i> 43.4 (2012): 46.
Websites	<ul style="list-style-type: none"> ▪ "Political Communication Lab." <i>Stanford University</i>. <http://pcl.stanford.edu/campaigns/> ▪ "Presidential Campaign Commercials." <i>The Living Room Candidate</i>. <http://www.livingroomcandidate.org/>
Video	<ul style="list-style-type: none"> ▪ "Most Recent Ad Campaigns." <i>USA Today</i>. <http://usatoday30.usatoday.com/news/politics/political-ad-tracker/most-recent> ▪ Spivak, Joshua. "Why Are Negative Political Ads Good for Us?" <i>CNN</i>. <http://www.cnn.com/2012/01/19/opinion/spivak-negative-campaigns/>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Periodical Articles	<ul style="list-style-type: none"> ▪ Begley, Sharon. "Why Negative Ads Are Good for Voters." <i>Newsweek</i>. <http://www.newsweek.com/why-negative-ads-are-good-voters-92143> ▪ Cannon, H. Brevy. "Voters Benefit from Barrage of Negative Political Ads, Finds New Book." <i>UVA Today</i>. <http://news.virginia.edu/content/voters-benefit-barrage-negative-political-ads-finds-new-book> ▪ Murray, Gregg. "Why Are Negative Ads Positive for Voters?" <i>Psychology Today</i>. <http://www.psychologytoday.com/blog/caveman-politics/201210/why-are-negative-ads-positive-voters> ▪ Penn, Mark. "The Case for Negative Campaign Ads." <i>Time</i>. <http://ideas.time.com/2012/05/23/the-case-for-negative-campaign-ads-2/>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Research Process: Developing Research Topic and Question(s) Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business Computer Information Technology Standards):

CC.1.4.9-12.V Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...

CC.3.6.9-12.F Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...

CC.8.6.9-12.F Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...

15.3.9-12.C Create a research project based upon defined parameters.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):

As part of research process: 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.

What understandings/competencies will be assessed through this task?

Focusing on a problem or issue, narrow or broaden a topic to develop research question(s) that allow for the exploration of several perspectives/arguments based on a preliminary bibliography to form a personal opinion.

Stage 2: Assessment Evidence

Performance Task: Developing a Research Topic for a Newspaper Article

Suggested Grades: 9-12

Among newspaper journalists, there is often competition to develop and write a story that is selected by the editor as the lead article in the Sunday edition. As a new reporter at a city newspaper, you are given the opportunity to make a story pitch to your editor. She asks that you prepare a succinct proposal to develop an article about a topic of your choosing. This proposal should include an intriguing, researchable topic that will be of interest to the newspaper's readers, a set of questions that will allow you to explore the various perspectives on the topic, and a list of relevant and authoritative sources. Your challenge is to earn the coveted position on the front page of the Sunday edition of the newspaper.

Your written proposal for a feature article should include a concise description of the topic and the issues and perspectives on the topic, specific research question(s), and a preliminary bibliography that includes sources that are meaningful and relevant to the topic. The scope of the topic and the research questions you generate should match the available sources. The research question should allow for the exploration of several perspectives/arguments about the topic chosen. You should cite the sources you consulted correctly.

Performance Task Rubric: Developing a Research Topic for a Newspaper Article
English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, &
Business, Computer, and Information Technology Standards, Suggested Grades: 9-12

Big Idea: Critical thinkers actively and skillfully interpret, analyze evaluate, and synthesize information.
Library & Information Concept: Research Process: Develop Topic and Questions

Criteria for Success

Levels of Achievement	Defining the Topic	Citing Sources in Preliminary Annotated Bibliography	Formulating Research Question(s)
3 Proficient	<ul style="list-style-type: none"> ▪ Narrows topic sufficiently to allow for in-depth exploration of sources. ▪ Sub-divides topic easily into manageable key concepts. 	<ul style="list-style-type: none"> ▪ Presents a properly-formatted bibliography that includes multiple reliable sources that are meaningful and relevant to the topic. ▪ Summarizes effectively the content of the sources in concise annotations, explains the usefulness of each source, and reflects upon how it helps in understanding the topic. 	<ul style="list-style-type: none"> ▪ Formulates focused research question(s) that allow for the exploration of several perspectives on the topic. ▪ Supports research question(s) with specific background information but allows for independent thought and inquiry.
2 Developing	<ul style="list-style-type: none"> ▪ Doesn't narrow topic enough so that it is either too broad or too vague to allow for in-depth exploration of sources or ▪ Sub-divides topic into key concepts that are too vague or too broad. 	<ul style="list-style-type: none"> ▪ Presents a bibliography that is mostly properly-formatted and includes several sources that are relevant to the topic. ▪ Summarizes the content of the sources in general annotations. Doesn't fully explain the usefulness of each source. 	<ul style="list-style-type: none"> ▪ Formulates research question(s) that are more general than focused and don't allow for the exploration of several perspectives. ▪ Supports research question(s) with general background information.
1 Needs Improving	Chooses a topic without enough depth to sub-divide into sub-topics.	<ul style="list-style-type: none"> ▪ Formats the bibliography incorrectly. ▪ Is missing multiple annotations. 	Formulates vague, unclear research question(s) without allowing for the exploration of several perspectives and/or generates questions that are more factual than research based.

Stage 3 Learning Plan: WHERETO

Performance Task: Developing a Research Topic for a Newspaper Article

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Defining a narrowed topic of interest and developing probing research questions provides the strongest foundation for your research.”

Hook and Hold to Engage

“Reddit is a social news website that displays news stories in a hierarchy based on the number of votes that the individual story receives. It is like a conversation in which the most interesting, new, or controversial topics rise to the top. Think about the topics that might be trending in our school right now. What topics do you think would be in the top 10 if our school had a social news website like Reddit?”

Explore, Experience, Enable, Equip

Instruct on strategies to narrow or broaden a topic. Model examples of topics that have been sub-divided. Instruct on research question formulation techniques, including open- and closed-ended questions. Provide a handout on the elements of an annotated bibliography. Model assembling an annotated bibliography. Facilitate digital collaboration among students to find sources. Review required elements of a proposal.

Rethink, Revise, Rehearse, Refine

Review rubric to encourage self-assessment. Conference with students or facilitate peer-review groups to provide formative feedback. Provide time for students to extend research to find sources for annotated bibliography and to refine research questions.

Evaluate Work and Progress

Assemble students in small groups to present proposals to peers. Ask each group to determine the most appropriate topic that will win the coveted space on the front page of the publication.

Ask the student to reflect by answering these questions:

- “What was the most challenging part of defining a topic?”
- “What lessons did I learn about creating effective research questions?”
- “When do I think an annotated bibliography would be helpful to me in my personal life?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide general categories from which students can create topics. Allow students with common topics to work together to find sources for the annotated bibliography. Adjust the number and/or types of sources each student must locate. Adjust the length of the proposal. Provide extension activities in which students write an article on their chosen topic or conduct original research through a data collection tool (e.g., Survey Monkey or Google Forms.)

Organize and Sequence for Optimal Effectiveness

Cover: Strategies for narrowing or broadening a topic; developing research questions; crafting an annotated bibliography.

Uncover: Search strategies; citing atypical sources (e.g., tweets, infographics, blog posts); digital collaboration tools.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Developing a Research Topic for a Newspaper Article

Suggested Grades: 9-12

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Defining and limiting research topics
- Developing probing research questions
- Constructing annotated bibliographies

Instructional Strategies:

- Model strategies to narrow or broaden a topic
- Demonstrate how to sub-divide a topic using examples
- Provide direct instruction on research question formulation techniques, including open- and closed-ended questions
- Introduce requirements for annotated bibliography
- Provide the opportunity for independent practice
- Facilitate digital collaboration to find sources
- Introduce elements of writing a proposal
- Facilitate small-group peer review
- Encourage self- and peer-reflection

Student Learning Experiences:

- Define an appropriate topic that sub-divides into manageable key concepts
- Formulate research questions
- Use search strategies to locate sources
- Compile an annotated bibliography based on criteria in the rubric
- Self-reflect on product and process

Sequencing:

- **Prior Knowledge Assessment:** Search strategies; source citation; annotated bibliographies
- **Timeframe:** Short-range

Collaboration:

- English, Journalism, Social Studies, Science, Health, Art, Music, Physical Education

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Developing a Research Topic for a Newspaper Article

Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Badke, William. <i>Research Strategies: Finding Your Way through the Information Fog</i>. Bloomington, IN: iUniverse, 2011. ▪ Whitley, Peggy, Susan Williams Goodwin, and Catherine Olson. <i>99 Jumpstarts to Research: Topic Guides for Finding Information on Current Issues</i>. Westport, CT: Libraries Unlimited, 2001.
Periodical Articles	<ul style="list-style-type: none"> ▪ "Today's Front Pages." <i>Newseum</i>. <http://www.newseum.org/todaysfrontpages/default.asp>
Websites	<ul style="list-style-type: none"> ▪ "Annotated Bibliographies." <i>Purdue OWL</i>. <https://owl.english.purdue.edu/owl/resource/614/01/> ▪ "Choosing a Topic." <i>Purdue OWL</i>. <https://owl.english.purdue.edu/owl/resource/658/03> ▪ "Choosing and Refining Topics." <i>Colorado State University</i>. <http://writing.colostate.edu/guides/guide.cfm?guideid=20> ▪ "How to Develop a Research Question." <i>The Bedford Researcher</i>. <http://www.macmillanhighered.com/catalog/static/bsm/researchroom/question/> ▪ <i>Poynter</i>. <http://www.poynter.org> ▪ <i>School Journalism</i>. <http://schooljournalism.org>
Video	<ul style="list-style-type: none"> ▪ "How to Develop a Good Research Topic." <i>YouTube</i>. <http://www.youtube.com/watch?v=nXNztCLYgxc>
Social Media	<ul style="list-style-type: none"> ▪ <i>Reddit</i>. <http://www.reddit.com/> ▪ <i>Tumblr</i>. <http://www.tumblr.com> ▪ <i>Twitter</i>. <http://www.twitter.com>
Newspaper	<ul style="list-style-type: none"> ▪ Local or national newspapers ▪ School newspaper

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Synthesizing Information, Note-taking Strategies & Presenting Research Findings, & Using Information Ethically & Responsibly Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts; Writing in Science & Technology, Writing in History & Social Studies Standards):

CC.1.4.9-12.W Gather relevant info from multiple authoritative print and digital resources, use advanced search effectively, assess strengths....

CC.3.6.9-12.G Gather relevant info from multiple authoritative print and digital sources...follow standard citation format...

CC.3.6.9-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-12.G Gather relevant info from multiple authoritative print and digital sources...follow standard citation format...

CC.8.6.9-12.H Draw evidence from informational texts to support analysis, reflection, and research.

Understandings (Students will understand that...):

- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to...):

- Select information from informational texts that support analysis, reflection and research.
- As part of research process: 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 and provide a bibliography or list of works cited using standard bibliographic citation format.
- 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

What understandings/competencies will be assessed through this task?

- Without plagiarizing, selectively extract information from multiple authoritative sources, using direct quotations, summarizing and paraphrasing while documenting sources in a standard bibliographic citation format.
- Take accurate notes from reliable sources and cite information correctly.

Stage 2: Assessment Evidence

Performance Task: Taking Notes to Create an Infographic Drawing Attention to Misuse of Prescription Drugs Suggested Grades: 9-12

The increased use of certain prescription drugs by young people for whom these drugs have not been prescribed has become a concern in both the school and community. As the police officer liaison to the school district, it is your role to educate high school students about the potentially harmful effects both mental and physical of taking prescription drugs that have not been prescribed for them. After talking to the principal and the guidance counselors, you offer to create an infographic* that can be posted throughout the school. You begin by researching the drugs Ritalin and Adderall, medications used to treat Attention Deficit Hyperactivity Disorder (ADHD) in young people and are two of the drugs being misused.

Using authoritative and current sources, you should extract facts, statistics, and quotations about ADHD and the effects and consequences of using these two drugs that you will use to create an infographic to present the concise synthesis of the information you have gathered. Your notes should include proper documentation, as well as direct quotations, summaries and paraphrases that are not plagiarized. Based on your notes, for a later assignment, you'll create your infographic, to present the information from your notes concisely using appropriate visual images.

*(An infographic is a graphic visual representation of information used to present complex information quickly and clearly. Smiciklas, Mark. *The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences*. Indianapolis, IN: Que Publishing, 2012. Cook, Gareth. *The Best American Infographics 2013*. New York: Houghton Mifflin Harcourt, 2013.)

[Students may choose another drug from a list identified by the teacher and librarian.]

Performance Task Rubric: Taking Notes to Create an Infographic Drawing Attention to Misuse of Prescription Drugs
Writing in Science & Technology, Writing in History & Social Studies Standards, Suggested Grades: 9-12

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge; Responsible citizens use information ethically and productively in a global society.

Library & Information Concept: Research Process: Synthesizing Information; Note-taking Strategies & Presenting Research Findings; Using Information Ethically & Responsibly

Criteria for Success

Levels of Achievement	Taking Notes to Support Position	Citing Sources	Synthesizing Notes
<p align="center">3 Proficient</p>	<p>Supports position with concise and understandable notes that paraphrase information taken from authoritative sources and paraphrases and uses quotations correctly without plagiarizing.</p>	<p>Follows correct standard bibliographic format for all notes and source citations.</p>	<p>Synthesizes notes from all sources concisely to present complex information understandably.</p>
<p align="center">2 Developing</p>	<p>Supports position with general notes that sometimes paraphrase information taken from authoritative sources and sometimes plagiarizes.</p>	<p>Follows correct standard bibliographic format for most notes and source citations.</p>	<p>Synthesizes notes from all sources generally rather than concisely and/or uses few specific details.</p>
<p align="center">1 Needs Improving</p>	<p>Support position with few notes and/or plagiarizes notes from sources.</p>	<p>Follows correct standard bibliographic format for few or no notes and/or source citations.</p>	<p>Synthesize notes very generally and/or presents very vague information without specific detail.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Taking Notes to Create an Infographic

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Being able to extract information from a source and synthesize it to present your research findings makes you a more effective communicator.”

“Using a visual format to present complex information clearly and concisely allows you to appeal to your audience in a creative way.”

Hook and Hold to Engage

“It is believed that people process visual images six million times faster than text. Explore a few sample infographics that are relevant to your lives (e.g., [Facebooking Your Parents](#), [Teen Drivers: The Facts](#), [The Digital World of Teens](#), [Your Teen on Drugs](#)).

Explain your reactions by answering these questions:

- Which infographic was best? Why?
- Were there any facts that you felt that you needed more information to understand?
- Did the concept/design contribute to how you felt about the information?”

Explore, Experience, Enable, Equip

Introduce types of infographics, their purposes, and their aesthetics. Guide students to appropriate sources to locate statistics and facts about a prescription drug that is abused by teens. Instruct about effective note-taking strategies. Provide various note-taking templates. Instruct about bibliographic citation format and provide citation guide/maker. Instruct about synthesizing notes. Provide a tutorial about designing an infographic using software or a website. Provide a handout of best practices in creating infographics (e.g., accuracy, citations, clarity, concept/design).

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Facilitate small-group discussion during which students share the content that will be highlighted on the infographic. Ask peers to provide feedback about the accuracy, clarity of information, and possible concepts/designs. Provide time for students to extend research before creating their infographics.

Evaluate Work and Progress

Ask students to post their print infographics around the school and/or digitally on the school’s website. Ask students to reflect by answering these questions:

- “Why did I choose the note-taking strategy that I did for this research?”
- “If a beautifully designed infographic did not have citations, how seriously would I take the information?”
- “What am I most proud of in how I presented my information?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels. Allow for partners or small groups to create an infographic using each individual's notes. Provide student choice among note-taking strategies and graphic organizers. Provide choice among infographic creators.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about prescription drug abuse among teens; note-taking strategies; citation format; best practices in synthesizing information in infographics.

Uncover: Search strategies; extracting information; graphic design.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Taking Notes to Create an Infographic	Suggested Grades: 9-12
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skills:	
<ul style="list-style-type: none"> ▪ Note-taking and synthesizing notes to support a position ▪ Citing sources 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Introduce types of infographics, their purposes, and their aesthetics ▪ Guide students to appropriate sources to locate statistics and facts ▪ Provide direct instruction about effective note-taking strategies ▪ Provide instruction about bibliographic citation format for infographics ▪ Demonstrate synthesizing notes ▪ Familiarize students with software or websites to create infographic ▪ Provide opportunity for independent practice with individual research sources ▪ Encourage self- and peer-reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Research a specific topic ▪ Use note-taking strategies ▪ Present information and gather peer feedback ▪ Self-reflect on progress and required elements ▪ Synthesize information on an infographic with proper citations ▪ Prepare and publish an infographic ▪ Self-reflect on product and process 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Prescription drugs; search strategies; note-taking strategies; citations; infographics; design software; plagiarism ▪ Timeframe: Mid-range 	
Collaboration:	
<ul style="list-style-type: none"> ▪ Health, Science, Statistics, Graphic Design 	

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Taking Notes to Create an Infographic

Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Bigelow, Barbara C. <i>UXL Encyclopedia of Drugs and Addictive Substances</i>. Farmington Hills, MI: Thomson/Gale, 2006. ▪ <i>Encyclopedia of Drugs, Alcohol, & Addictive Behavior</i>. New York: Macmillan Reference USA, 2009. (Out of Print).
Websites	<p>Infographics:</p> <ul style="list-style-type: none"> ▪ “Facebooking Your Parents.” <i>Education Database Online</i>. <http://www.onlineeducation.net/2013/01/21/facebooking-your-parents> ▪ “Teen Drivers: The Facts.” <i>National Safety Council</i>. <http://www.nsc.org/safety_road/TeenDriving/Pages/Teen-Driving-Infographic.aspx> ▪ “The Digital World of Teens.” <i>Visual.ly</i>. <http://visual.ly/digital-world-teens> ▪ “Your Teen on Drugs.” <i>Good Infographics</i>. <http://awesome.good.is/transparency/web/1206/this-is-your-teen-on-drugs/flash.html>
Video	<ul style="list-style-type: none"> ▪ “The Five Keys to a Great Infographic.” <i>YouTube</i>. <https://www.youtube.com/watch?v=-UQwEEoqLrk> ▪ “What is an Infographic?” <i>YouTube</i>. <https://www.youtube.com/watch?v=Je-l6fiE_Wk>
Social Media	<p>Twitter Feed:</p> <ul style="list-style-type: none"> ▪ CDC. <https://twitter.com/CDCgov> ▪ DEA. <https://twitter.com/DEANEWS> ▪ <i>The Partnership for Drug-Free Kids</i>. <https://twitter.com/drugnews>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Basia, Leonard, and Jeremy Roberts. <i>The Truth About Prescription Drugs</i>. New York: Rosen Pub., 2012. ▪ Bjornlund, Lydia G. <i>Prescription Drugs</i>. San Diego: Reference Point Press, 2009. ▪ Gillard, Arthur, ed. <i>Issues That Concern You: Drug Abuse</i>. Farmington Hills, MI: Greenhaven Press, 2013. ▪ Haerens, Margaret, and Lynn M. Zott, eds. <i>Opposing Viewpoints: Prescription Drug Abuse</i>. Farmington Hills, MI: Greenhaven Press, 2013.
Websites	<p>Infographic Generators:</p> <ul style="list-style-type: none"> ▪ <i>Easel.ly</i>. <http://www.easel.ly/> ▪ <i>Infogr.am</i>. <http://infogr.am/> ▪ <i>Piktograph</i>. <http://piktochart.com/> ▪ <i>Visual.ly</i>. <http://create.visual.ly/>

	<ul style="list-style-type: none"> ▪ <i>Above the Influence.</i> <http://abovetheinfluence.com> ▪ <i>Centers for Disease Control and Prevention.</i> <http://www.cdc.gov> ▪ "Drug Facts." <i>Just Think Twice.</i> <http://www.justthinktwice.com/content/drug_facts.html> ▪ "Drug Guide." <i>Partnership for Drug-Free Kids.</i> <http://www.drugfree.org/drug-guide/> ▪ "Drugs and Alcohol." <i>Teens Health.</i> <http://kidshealth.org/teen/drug_alcohol/> ▪ "Fact Sheets." <i>Drug Enforcement Administration.</i> <http://www.justice.gov/dea/druginfo/factsheets.shtml> ▪ "InteliHealth Drug Resource Center." <i>Aetna.</i> <http://www.intelihealth.com/look-it-up/drug-resource-center> ▪ <i>NIDA for Teens.</i> <http://teens.drugabuse.gov> ▪ "Prescription Drug Abuse Directory." <i>WebMD.</i> <http://www.webmd.com/mental-health/addiction/prescription-drugs-abuse-directory>
Video	<ul style="list-style-type: none"> ▪ "PBS NewsHour: Prescription Drug Abuse." <i>YouTube.</i> <https://www.youtube.com/watch?v=1sdFRJtzl0s> ▪ "Teen Abuse of Prescription Drugs." <i>YouTube.</i> <https://www.youtube.com/watch?v=WfBQUZkDORs>
Apps	<ul style="list-style-type: none"> ▪ Drugs.com Medication Guide
Community/Human Resources	<ul style="list-style-type: none"> ▪ Local health care providers

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Research Process: Note-taking Strategies & Drawing Evidence from Text Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts Standard; Business Computers Information Technology Standard):

CC.1.4.9-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards...

15.4.9-12.L Find and use primary documentation; employ an accepted protocol for citation.

Understandings (Students will understand that...):

- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to...):

- Find and use primary documentation; cite by using standard bibliographic citation format.
- 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 nonfiction. Identify memoirs as examples of grade-level-appropriate literary nonfiction (i.e., nonfiction told as a story).
- Draw evidence from text to answer information need.

What understandings/competencies will be assessed through this task?

Without plagiarizing, selectively extract information from primary sources, using direct quotations, summarizing and paraphrasing while documenting sources in a standard bibliographic citation format.

Stage 2: Assessment Evidence

Performance Task: Preparing an Outline for a Film Script on World War II

Suggested Grades: 9-12

There are not many commercial films produced about specific historical periods that focus on teens of the time period portrayed. As a scriptwriter with a passion for history, you believe that keeping history alive for teens is important, and you want to write a script that accurately portrays the lives of young people based on their circumstances. Your audience will be a group of film producers who evaluate ideas for script development. You decide to dramatize three different, intertwining stories of young people who lived during World War II (1939-1945). You'll consult primary documents to organize information about "A Day in the Life" of three young people: a teen-aged girl from Berlin who in 1939 is a member of the League of German Girls in the Hitler Youth, a young American Army corporal who participates in D-Day, the Normandy Invasion (June 6-25, 1944), and a young Jewish man who is held prisoner in 1943 at the Auschwitz Concentration Camp in Poland.

You'll develop an outline for each person that should include information about what daily life was like for each of them during World War II in Europe. You should use primary sources, including those found on websites, and use both direct quotations and paraphrases. You should include a list of works that you consulted that are cited correctly. You'll present the written outlines to the producers as an informal proposal for your proposed film script.

(Website example <http://memory.loc.gov/ammem/browse/ListSome.php?category=War,+Military>)

Performance Task Rubric: Preparing an Outline for a Film Script
Business, Computer, and Information Technology Standard, Suggested Grades: 9-12

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.

Library & Information Concept: Research Process: Note-taking Strategies; Drawing Evidence from Text

Criteria for Success

Levels of Achievement	Preparing Notes	Citing Sources	Organizing to Create Meaning
<p align="center">3 Proficient</p>	<p>Prepares notes relevant to topic that paraphrase supporting details and/or evidence and include direct quotes when appropriate.</p>	<p>Follows correct standard bibliographic format for all note-taking.</p>	<p>Organizes notes from all primary sources using an outline or a graphic organizer to display clearly and logically the main ideas and appropriate supporting details.</p>
<p align="center">2 Developing</p>	<p>Prepares notes on topic that paraphrase supporting details and/or evidence and/or includes several quotes when appropriate.</p>	<p>Follows correct standard bibliographic format for most note-taking.</p>	<p>Organizes notes from most primary sources using a general outline or a graphic organizer to display the main ideas and several of the supporting details.</p>
<p align="center">1 Needs Improving</p>	<p>Plagiarizes some note-taking. Includes notes that are not relevant to the topic.</p>	<p>Follows correct standard bibliographic format for few of the notes taken.</p>	<p>Organize notes incoherently and/or doesn't differentiate between main and supporting details.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Preparing an Outline for a Film Script

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Being able to extract information from a source and organize it in a logical way helps you create meaning.”

Hook and Hold to Engage

“Movies often teach the audience about historical events. For example, in the 1995 Disney movie *Pocahontas*, a Native American girl is seen falling in love at first sight with John Smith, a British settler. In reality, she was about ten years old when she met the 27-year-old John Smith. Pocahontas did eventually marry a British man named John Rolfe. After watching these movie clips that demonstrate historical inaccuracies, what do you think might keep the scriptwriter or director from checking the facts or taking liberties with the facts? What kind of implications do you think these historical inaccuracies have for the audience?”

Explore, Experience, Enable, Equip

Review plot elements and characterization. Review with students on locating, using, and citing primary sources. Guide students toward valid and reliable sources about the historical characters and daily life during the time period. Review note-taking strategies and provide handouts. Model strategies to organize notes using an outline or a graphic organizer.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Ask students to evaluate their “A Day in the Life” outlines based on plot and characterization qualities. Facilitate small groups to peer-evaluate the completeness of the outlines and to provide peer feedback. Provide time for students to extend research to improve outlines.

Evaluate Work and Progress

Ask students to share outlines with a partner and compare the historical details and determine which historical details would add the most value to a film and which historical details would allow for the stories of the characters to intertwine. Ask students to reflect by answering these questions:

- “How did using primary sources make the outline of my film script stronger and more interesting?”
- “What structure did I use for organizing my notes and why did I use this structure?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels. Adjust the number of details necessary to complete each outline. Provide a graphic organizer to help students organize elements of “A Day in the Life” research information. Use a jigsaw cooperative-learning method in which students in small groups each choose one character to research. As an extension activity, allow students to create a storyboard of the basic plot of the film.

Organize and Sequence for Optimal Effectiveness

Cover: Needed background information about World War II; strategies for locating primary sources; note-taking and outlining; citations; synthesizing information.

Uncover: Source evaluation; plot elements; characterization.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Preparing an Outline for a Film Script

Suggested Grades: 9-12

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Differentiating between primary and secondary sources
- Taking notes and citing sources
- Organizing and synthesizing information to create meaning

Instructional Strategies:

- Review plot elements and characterization
- Review with students locating, using, and citing primary sources
- Guide students toward valid and reliable sources
- Review with students note-taking strategies using paraphrasing and using direct quotations
- Model strategies to organize notes, such as an outline or a graphic organizer
- Provide opportunities for independent practice
- Encourage self- and peer-reflection

Student Learning Experiences:

- Use primary sources to research
- Use note-taking strategies, especially paraphrasing and direct quotations
- Use proper citation format
- Organize notes in an outline or graphic organizer
- Self-reflect on the product and process

Sequencing:

- **Prior Knowledge Assessment:** Knowledge of World War II; historical fiction; search strategies; primary sources; citations; note-taking
- **Timeframe:** Mid-range

Collaboration:

- English, Social Studies, Drama/TV Production, Creative Writing

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Preparing an Outline for a Film Script

Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Video	<ul style="list-style-type: none"> ▪ “Tag Results: World War II.” <i>Smithsonian Channel</i>. <http://www.smithsonianchannel.com/sc/web/tag/321>
Social Media	<ul style="list-style-type: none"> ▪ “Pennsylvania Veterans Museum Page.” <i>Facebook</i>. <https://www.facebook.com/PennsylvaniaVeteransMuseum>
Community/Human Resources	<ul style="list-style-type: none"> ▪ <i>Pennsylvania Veterans Museum</i>. <http://www.paveteransmuseum.org/home/index.php> ▪ “World War II Weekend.” <i>Mid-Atlantic Air Museum</i>. <http://www.maam.org/maamwwii.html>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Hynson, Colin. <i>World War II: A Primary Source History</i>. Milwaukee: Gareth Stevens, 2006. ▪ Knebel, Arthur and Hermann-Josef Udelhoven. <i>The Modern Era Through World War II from the 18th Century to 1945</i>. New York: Rosen Pub., 2013. ▪ Rose, Cynthia, ed. <i>American Decades Primary Sources</i>. Farmington Hills, MI: Gale, 2004.
Websites	<ul style="list-style-type: none"> ▪ “Great Depression and World War II.” <i>Library of Congress</i>. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/> ▪ The Museum of World War II. <http://www.museumofworldwarii.com/> ▪ <i>The National WWII Museum</i>. <http://nationalww2museum.org/> ▪ <i>World War II in America</i>. <http://www.americainwwii.com/>
Apps	<ul style="list-style-type: none"> ▪ World War II History App

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Synthesizing Information Grade Band 9-12

Stage 1: Desired Results

Established Goals (Reading in Science & Technology, Reading in History & Social Studies, & Business Computer Information Technology Standards):

- CC.3.5.9-10.1** Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous info.
CC.8.5.9-10.1 Compare and contrast treatments of the same topic in several primary and secondary sources.
15.3.9-10.1 Synthesize information gathered from multiple sources (e.g., digital, print, face to face).

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to...):

Compare and contrast information found in experiments, simulations, video or multimedia sources with information found in text.

What understandings/competencies will be assessed through this task?

Independently synthesize information from multiple authoritative primary and secondary sources to draw conclusions about an idea or event and to identify and resolve discrepancies in the information.

Stage 2: Assessment Evidence

Performance Task: Commemorating the Centennial of World War I

Suggested Grades: 9-10

The years 2014–2018 mark the centennial of World War I, and although America did not enter the war until April of 1917 and U.S. soldiers fought in this war for little more than a year, this centennial is important for Americans to commemorate. Congress designated the National World War I Museum at Liberty Memorial in Kansas City, Missouri, as the official World War I museum for America. (<http://theworldwar.org>) This museum is planning an exhibit entitled “The War on the Homefront” focusing on how Americans reacted to the years of the war in Europe, why Americans entered the war, and how citizens coped during the war. The exhibit will highlight the extensive collection of primary documents, including texts, posters, photographs, music, and video clips about the war. As a curator, you and your team will prepare an introduction to this exhibit and your task will be to compare what appeared in secondary texts written after the war about reactions of Americans to World War I with what these primary sources in text and other media formats present.

Your written introduction should compare and contrast the content, tone, and interpretation you identify from the secondary sources with the content, tone, and interpretations you identify in the primary sources (e.g., texts, posters, photographs, music, and video clips) in the museum’s collection. You should identify the secondary sources you used as well as the primary sources from the museum collection and cite them correctly.

[Students could conduct a similar comparison and contrast using the collection of the National World War II Museum in New Orleans, Louisiana: <http://www.nationalww2museum.org/about-the-museum/index.html>]

Performance Task Rubric: Commemorating the Centennial of World War I
Reading in Science & Technology, Reading in History & Social Studies, & Business, Computer, and
Information Technology Standards, Suggested Grades: 9-10

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information
Library & Information Concept: Synthesizing Information

Criteria for Success

Levels of Achievement	Identifying Sources	Comparing Information	Organizing Information
3 Proficient	Distinguishes between all primary sources and all secondary sources correctly.	Compares information from all sources and identifies and explains all discrepancies among information sources.	Integrates information from all sources succinctly in introduction to provide clear, concise overview of the exhibit.
2 Developing	Distinguishes between most primary sources and most secondary sources correctly.	Compares information from some sources and identifies and explains several discrepancies among information sources.	Integrates some information from several sources in introduction to provide a general overview of the exhibit.
1 Needs Improving	Is unable to distinguish between primary and secondary sources correctly.	Is unable to compare information from sources and/or is unable to identify and explain any discrepancies among information sources.	Integrates insufficient information to provide a helpful introduction to exhibit and/or uses few sources.

Stage 3 Learning Plan: WHERETO

Performance Task: Commemorating the Centennial of World War I

Suggested Grades: 9-10

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Comparing and contrasting information about a topic from various sources allows you to make informed decisions or conclusions.”

Hook and Hold to Engage

“World War I and World War II not only had an impact on the people who were directly active in the war, but also significantly affected the citizens who were living on the home front. After reading the magazine *America in WWII* article “Enough to Go Around” by Carl Zebrowski (<http://www.americainwwii.com/articles/enough-to-go-around/>), think about the statement, ‘The government stepped in to make sure both military personnel and citizens on the home front would have enough.’ In small groups, discuss whether you agree or disagree with the tactics that the government used to ration essential items to Americans on the home front. Come to consensus, and find at least one primary and one secondary source to support your opinion.”

Explore, Experience, Enable, Equip

Guide students toward valid and reliable primary and secondary sources in a variety of formats that focus on “The War on the Home Front.” Instruct students on how to compare and contrast content, tone, and interpretation of primary and secondary sources; provide a handout with suggestions for writing an introduction for a museum collection; review bibliographic citation format.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Ask students to think about the primary and secondary sources they have chosen: “Do these sources represent the theme of “The War on the Home Front”?” Facilitate small-group discussion during which students present their introductions to the museum collection, as well as their primary and secondary resources, to gather feedback from peers. Provide time for students to extend research to improve explanation of discrepancies among primary and secondary sources.

Evaluate Work and Progress

Ask students to role-play museum visitors and comment on the discrepancies identified among sources and/or on their level of interest in each introduction for a museum collection. Facilitate self-evaluation for the clarity of the synthesized information based on an analysis of peer comments.

Ask students to reflect by answering these questions:

- “Why would a museum visitor find my introduction and collection intriguing?”
- “What have I learned about comparing information from various sources?”
- “What is the most challenging part about synthesizing information from various sources?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels and/or adjust sophistication of search strategies. Provide museum collection artifacts (primary and secondary). Allow for partners or small groups to create introductions. Narrow the theme of “The War on the Home Front” to a variety of sub-topics. Adjust the length of paper.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about World War I; strategies for locating sources; identifying evidence; comparing and contrasting information; citing sources; informational writing.

Uncover: Evaluating sources; plagiarism.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Commemorating the Centennial of World War I

Suggested Grades: 9-10

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Comparing primary and secondary sources
- Synthesizing information into a specific kind of informational writing

Instructional Strategies:

- Model strategies for identifying a variety of primary and secondary sources
- Guide practice to help students find valid and reliable primary and secondary sources
- Introduce basic informational writing techniques used to compose an introduction/overview
- Provide direct instruction to aid students in comparing and contrasting information (i.e., content, tone, and interpretation) and identifying discrepancies
- Model how to select and integrate information into a piece of informational writing
- Provide time for independent practice
- Encourage self- and peer-reflection

Student Learning Experiences:

- Research a specific topic using multiple primary and secondary sources
- Evaluate sources in various media to determine which will be most effective for the task
- Compare and contrast information (i.e., content, tone and interpretation) and identify discrepancies
- Synthesize information into an introduction to a piece of informational reading
- Self-reflect on product and process

Sequencing:

- **Prior Knowledge Assessment:** Knowledge of World War I; locating sources; differentiating primary and secondary sources; citing sources; informational writing techniques; evaluating sources; plagiarism
- **Timeframe:** Short-range

Collaboration:

- Social Studies, English Language Arts

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Commemorating the Centennial of World War I

Suggested Grades: 9-10

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Adams, Simon. <i>World War I</i>. New York: DK, 2014. ▪ Bingham, Jane. <i>Women At War: The Progressive Era, World War I, and Women's Suffrage, 1900 - 1920</i>. New York: Chelsea Pub., 2011. ▪ Feldman, Ruth Tenzer. <i>World War One: Chronicle of America's Wars</i>. Minneapolis: Lerner. 2004. ▪ Hosch, William L., ed. <i>World War I: People, Politics, and Power</i>. New York: Britannica Educational Pub., 2010. ▪ Kent, Zachary. <i>World War I: From the Lusitania to Versailles</i>. Berkeley Heights, NJ: Enslow, 2011. ▪ Knebel, Arthur and Hermann-Josef Udelhoven. <i>The Modern Era through World War II from the 18th Century to 1945</i>. New York: Rosen Pub., 2013. ▪ Rose, Cynthia, ed. <i>American Decades: Primary Sources, 1910-1919</i>. Farmington Hills, MI: Gale, 2003.
Periodical Articles	<ul style="list-style-type: none"> ▪ Kennicott, Phillip. "Memorials to World War I May Be Less Obvious, But More Meaningful." <i>The Washington Post</i>. <http://www.washingtonpost.com/entertainment/museums/memorials-to-world-war-i-may-be-less-obvious-but-more-meaningful/2014/08/07/f1b934c0-19ba-11e4-9e3b-7f2f110c6265_story.html> ▪ Zebrowski, Carl. "Enough to Go Around." <i>America in WWII</i>. <http://www.americainwwii.com/articles/enough-to-go-around/>
Websites	<ul style="list-style-type: none"> ▪ Kutner, Max. "This Riveting Art from the Front Lines of World War 1 Has Gone Largely Unseen for Decades." <i>Smithsonian</i>. <http://www.smithsonianmag.com/smithsonian-institution/remembering-americas-official-artists-war-180952321/?no-ist> ▪ <i>National WWI Museum</i>. <https://theworldwar.org> ▪ "Progressive Era to New Era." <i>Library of Congress</i>. <http://www.loc.gov/topics/content.php?subcat=10> ▪ "The Great War and the Shaping of the 20th Century." <i>PBS</i>. <http://www.pbs.org/greatwar/> ▪ "The Price of Freedom: Americans at War." <i>Smithsonian</i>. <http://www.amhistory.si.edu/militaryhistory/> ▪ <i>The United States World War One Centennial Commission</i>. <http://www.worldwar-1centennial.org>
Spoken Word	<ul style="list-style-type: none"> ▪ "American Leaders Speak: World War I." <i>The Library of Congress</i>. <http://memory.loc.gov/ammem/nfhtml/nfexww1.html> ▪ "Famous Speeches and Audio." <i>History Channel</i>. <http://www.history.com/speeches>
Apps	<ul style="list-style-type: none"> ▪ Timeline World War I. <http://www.timelineww1.com> ▪ World War I. <https://itunes.apple.com/us/app/world-war-i-for-ipad/id485748859?mt=8>
Social Media	<p>Facebook:</p> <ul style="list-style-type: none"> ▪ "Pennsylvania Veterans Museum." <i>Facebook</i>. <https://www.facebook.com/PennsylvaniaVeteransMuseum> ▪ "World War One Centennial Commission." <i>Facebook</i>. <https://www.facebook.com/ww1centennial> <p>Twitter Feed:</p> <ul style="list-style-type: none"> ▪ "The United States World War I Centennial Commission." <i>Twitter</i>. <https://twitter.com/WW1CC>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Synthesizing Information Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts, Reading in Science & Technology, Reading in History & Social Studies, & Business Computer Information Technology Standards):

CC.1.2.11-12.G Integrate and evaluate multiple sources of info presented in different media or formats as well as in words that address a question...

CC.3.5.11-12.I Synthesize info from a range of sources into a coherent understanding process, resolving conflicting info when possible...

CC.8.5.11-12.I Integrate information from diverse sources, primary and secondary, into an understanding of an idea or event, note discrepancies...

15.3.11-12.I Synthesize information gathered from multiple sources (e.g., digital, print, face-to-face).

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

What understandings/competencies will be assessed through this task?

Independently, synthesize information from multiple primary and secondary authoritative sources to draw conclusions about an idea or an event and to identify and resolve discrepancies in the information.

Stage 2: Assessment Evidence

Performance Task:

Preparing a Press Release

Suggested Grades: 11-12

The Green Streets, Green Jobs, Green Towns Initiative (G3) sponsored by the U.S. Environmental Protection Agency (EPA) and the Chesapeake Bay Trust, offers grants to communities and non-profit organizations in Pennsylvania, Maryland, Virginia and Washington, D.C., to support green infrastructure to improve water quality, community livability and economic vitality. As the city manager of a small Pennsylvania city, you want to apply for G3 funding to help home and business owners reduce water runoff and create green streets to prevent flooding in low-lying areas of the city. To prepare this proposal, you need to secure the participation of homeowners and business people by explaining the project and providing information about pollution in the Chesapeake Bay and its aquatic ecosystem and why it is important to reduce this pollution. Your task is to prepare a press release describing this program and explaining how pollution affects the Bay as well as your city and the people who live there.

To prepare this press release, you should locate, gather and synthesize information from primary sources such as interviews and speeches, letters, minutes from meetings, news film footage, official records, photographs, and research data. You should make connections among your multiple sources that lead to your evidence-based conclusions. You should explain any discrepancies in information logically and cite primary sources correctly in your press release.

**Performance Task Rubric: Preparing a Press Release & Registering to Vote
English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, &
Business, Computer, and Information Technology Standards, Suggested Grades: 11-12**

**Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information
Library & Information Concepts: Synthesizing Information**

Criteria for Success

Levels of Achievement	Connecting Information in Sources	Supporting Conclusions	Identifying Discrepancies
<p align="center">3 Proficient</p>	<ul style="list-style-type: none"> ▪ Makes logical connections among at least four reliable sources to establish support and understanding of topic. ▪ Identifies bias within sources to explain information. 	<ul style="list-style-type: none"> ▪ Supports conclusion/choice using information gathered from at least four reliable sources. ▪ Explains clearly any bias found within the information used to support conclusion. 	<ul style="list-style-type: none"> ▪ Establishes specific discrepancies among information gathered and explains clearly the discrepancies using logic, statistics, and facts. ▪ Explains any bias.
<p align="center">2 Developing</p>	<ul style="list-style-type: none"> ▪ Makes connections among at least three sources to establish understanding of topic. ▪ Acknowledges bias in some sources. 	<ul style="list-style-type: none"> ▪ Supports conclusion/choice using general information gathered from at least three reliable sources. ▪ Identifies bias within sources. 	<ul style="list-style-type: none"> ▪ Establishes discrepancies among information gathered and explains these discrepancies in general terms. ▪ Identifies bias.
<p align="center">1 Needs Improving</p>	<ul style="list-style-type: none"> ▪ Makes little or no connections between two sources to establish basic information about topic. ▪ Unable to identify any bias in a source. 	<ul style="list-style-type: none"> ▪ Doesn't support conclusion/choice and/or uses information from only one reliable source. ▪ Unable to identify any bias. 	<ul style="list-style-type: none"> ▪ Doesn't identify even one discrepancy among the information gathered. ▪ Unable to identify any bias.

Stage 3 Learning Plan: WHERETO

Performance Task: Preparing a Press Release

Suggested Grades: 11-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Being able to support your conclusions with reliable, unbiased sources makes you trustworthy to your audience.”

Hook and Hold to Engage

“Jacques-Yves Cousteau said, ‘Water and air, the two essential fluids on which all life depends, have become global garbage cans.’ Assuming this quotation is true, and you would like to share this message with your peers, create a t-shirt slogan that would send a strong message about the impact of pollution.”

Explore, Experience, Enable, Equip

Guide students toward valid and reliable sources about the effects of pollution. Support students in recognizing bias and in identifying discrepancies and evidence to support conclusion. Review bibliographic citation format.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Ask students to think about the holes in their conclusions: “What might business leaders and homeowners still want to know about the G3 program or how pollution in the Chesapeake Bay has an impact on them?” Facilitate small-group discussion during which students present their conclusions to gather feedback from peers. Provide time for students to extend research to improve conclusions.

Evaluate Work and Progress

Assign students to role-play business leaders or homeowners to provide feedback about the effectiveness of each student’s press release as it relates to that particular audience.

Ask students to reflect by answering these questions:

- “What did I do to find the ‘truth’ when I found discrepancies in information?”
- “What strategies would I suggest to someone who is trying to recognize bias?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels and/or adjust sophistication of search strategies. Focus on specific types of pollution. Allow for partners or small groups to create the press release. Adjust length of paper.

Organize and Sequence for Optimal Effectiveness

Cover: Background information about the Green Streets, Green Jobs, Green Towns Initiative (G3) sponsored by the U.S. Environmental Protection Agency (EPA) and the Chesapeake Bay Trust; strategies for making connections among sources; recognizing bias; supporting conclusions with evidence; identifying discrepancies.

Uncover: Identifying primary sources; writing a press release.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Preparing a Press Release	Suggested Grades: 11-12
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skills:	
<ul style="list-style-type: none"> ▪ Making logical connections among sources ▪ Supporting conclusions, recognizing bias, and identifying discrepancies 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Model strategies for identifying a variety of sources ▪ Guided practice to help students find valid and reliable primary and secondary sources ▪ Provide direct instruction to aid students in making logical connections among various sources, identifying bias, and identifying discrepancies among information in various sources and explaining those discrepancies using logic, statistics and facts ▪ Model how to select and synthesize information into a piece of informational writing ▪ Introduce basic informational writing techniques used to compose a press release ▪ Provide time for independent practice ▪ Encourage self- and peer-reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Research a specific topic ▪ Evaluate sources in various media to determine which will be most effective to a specific task ▪ Make logical connections among sources, recognize bias, and identify discrepancies ▪ Synthesize information into a press release ▪ Self-reflect on product and process 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Knowledge of the Chesapeake Bay and its aquatic ecosystem; locating sources; informational writing techniques; evaluating sources; plagiarism ▪ Timeframe: Short-range 	
Collaboration:	
<ul style="list-style-type: none"> ▪ Science, Social Studies 	

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Preparing a Press Release

Suggested Grades: 11-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Miller, Debra A., ed. <i>Pollution</i>. Farmington Hills, MI: Greenhaven Press, 2012.
Periodical Articles	<ul style="list-style-type: none"> ▪ "Pennsylvania Continues to Reduce Water Pollution in the Chesapeake Bay Watershed." <i>PR Newswire</i>. <http://www.prnewswire.com/news-releases/pennsylvania-continues-to-reduce-water-pollution-in-the-chesapeake-bay-watershed-252024291.html>
Websites	<ul style="list-style-type: none"> ▪ <i>Chesapeake Bay Foundation</i>. <http://cbf.org> ▪ "Green Streets, Green Jobs, Green Towns." <i>Chesapeake Bay Trust</i>. <http://www.cbtrust.org/site/c.miJPKXPCJnH/b.7735695/k.5E92/Green_Streets_Green_Jobs_Green_Towns.htm> ▪ <i>ChesapeakeStat</i>. <http://stat.chesapeakebay.net> ▪ <i>Environmental Protection Agency</i>. <http://www.epa.gov> ▪ "Green Streets, Green Jobs, Green Towns Initiative." <i>Chesapeake Bay Trust</i>. <http://www.cbtrust.org/site/c.miJPKXPCJnH/b.7735695/k.5E92/Green_Streets_Green_Jobs_Green_Towns.htm> ▪ <i>National Resources Defense Council</i>. <http://www.nrdc.org/water/> ▪ <i>National Geographic: Freshwater</i>. <http://environment.nationalgeographic.com/environment/freshwater> ▪ <i>National Institute of Environmental Health Sciences</i>. <http://www.niehs.nih.gov/health/topics/exposure/water-poll/> ▪ "Pennsylvania." <i>The Nature Conservancy</i>. <http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/pennsylvania/index.htm?intc=nature.hp.map>
Video	<ul style="list-style-type: none"> ▪ "Chesapeake Bay Program." <i>YouTube</i>. <https://www.youtube.com/user/chesbayprogram/featured> ▪ "Chesapeake Bay Trust." <i>YouTube</i>. <https://www.youtube.com/channel/UC6x8etPRVuFE1PTwwZLopCg> ▪ "Pennsylvania Department of Environmental Protection." <i>YouTube</i>. <https://www.youtube.com/channel/UCHeQQIjZGP4VarKQ0_VxQ/feed?view_as=public> ▪ "U.S. Environmental Protection Agency." <i>YouTube</i>. <https://www.youtube.com/user/USEPAgov>
Apps	<ul style="list-style-type: none"> ▪ Creek Watch ▪ EarthFriend ▪ Environmental Science Buddy
Social Media	<p>Facebook:</p> <ul style="list-style-type: none"> ▪ "Chesapeake Bay Trust." <i>Facebook</i>. <https://www.facebook.com/chesapeakebaytrust> ▪ "The Nature Conservancy - Pennsylvania Chapter." <i>Facebook</i>. <https://www.facebook.com/NatureConservancyPA> ▪ "U.S. Environmental Protection Agency." <i>Facebook</i>. <https://www.facebook.com/EPA> ▪ "U.S. EPA Mid-Atlantic Region." <i>Facebook</i>. <https://www.facebook.com/EPAregion3> <p>Twitter Feed:</p> <ul style="list-style-type: none"> ▪ "Chesapeake Bay Trust." <i>Twitter</i>. <https://twitter.com/baytrust> ▪ "US EPA Mid-Atlantic." <i>Twitter</i>. <https://twitter.com/EPAregion3> ▪ "US EPA." <i>Twitter</i>. <https://twitter.com/EPA>

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Library Information Concept: Preparing Multimedia Presentations & Producing and Publishing with Technology Grade Band 9-12

Stage 1: Desired Results

Established Goals (English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business Computer Information Technology Standards):

CC.1.4.9-12.U Use technology to produce writing in response to ongoing feedback, including new arguments and info...

CC.1.5.9-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.3.6.9-12.E Use technology to produce, publish, and update individual or shared writing in response to ongoing feedback, including new arguments...

CC.8.6.9-12.E Use technology to produce, publish, and update individual or shared writing in response to ongoing feedback, including new arguments...

15.3.9-12.W Use/collaborate with electronic communication to produce a work product/meet organizational goals...

Understandings (Students will understand that...):

- Effective speakers prepare and communicate messages to address the audience and purpose.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Competencies (Students will know/be able to...):

- 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.
- Use ongoing feedback and technology to produce, publish and update individual or shared writing products ethically.
- Present relationships between information and ideas.

What understandings/competencies will be assessed through this task? Make ethical use of technology and respond to ongoing feedback to produce, publish, and update writing or presentations for a target audience, integrating multimedia strategically to add interest and enhance understanding.

Stage 2: Assessment Evidence

Scenario : Preparing a Public Service Announcement (PSA) for At-Risk Students

Suggested Grades: 9-12

The level of education a person attains is a major factor in determining life-long earning potential. The more years of education, the higher the potential earnings over a working life. As a high school counselor who works with at-risk students, your goal is to have each senior graduate and attend a trade school, a 2-year or a 4-year college, or enter the military. You decide to create a public service announcement to emphasize the earnings gap between high school graduates and non-graduates as well as between high school graduates and college graduates.

After researching the correlation between education and salary/wages, you'll create an informative, 30-second public service announcement (PSA) that not only engages your students, but also enlightens them about this gap. This public service announcement will be broadcast both on the local community cable channel and the high school in-house channel. You should present research findings a PSA that includes both visual and oral components and that both engages your potential audience of high school students and educates them on the gaps. You should include the sources you consulted for your information, correctly cited.

**Performance Task Rubric:
Preparing a PSA for At-Risk Students**
**English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, &
Business, Computer, and Information Technology Standards, Suggested Grades: 9-12**

**Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose;
Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
Library & Information Concept: Preparing Multimedia Presentations; Producing and Publishing with
Technology**

Criteria for Success

Levels of Achievement	Using Images Ethically	Selecting Multimedia Elements	Editing the Presentation
3 Proficient	Adheres to all copyright laws and/or fair use policies for all graphics, charts, tables, and music. Cites all information correctly. Follows Board-approved acceptable use policy.	Selects appropriate multimedia elements that are visually and aurally appealing to enhance interest in and understanding of the topic to provide information to target audience.	Edits presentation concisely based on careful consideration of appropriate feedback from peers and/or teacher.
2 Developing	Adheres to most copyright laws and/or fair use policies for most graphics, charts, tables, and music. Cites most information correctly. Follows Board-approved acceptable use policy in general.	Selects appropriate multimedia elements that provide factual information but aren’t visually or aurally appealing to attract interest of target audience.	Edits some components of presentation based on appropriate feedback from peers and/or teacher.
1 Needs Improving	Adheres to few copyright laws and/or fair use policies for most graphics, charts, tables, and music and/or cites most information incorrectly and/or doesn’t follow Board-approved acceptable use policy in general.	Includes multimedia elements that are distracting and inappropriate for both the topic and the target audience.	Disregards appropriate feedback from peers and teacher and/or does not edit presentation based on these suggestions.

Stage 3 Learning Plan: WHERETO

Performance Task: Creating a PSA for At-Risk Students

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Using technology ethically and integrating multimedia strategically allows you to gain the audience’s interest and enhance their understanding.”

Hook and Hold to Engage

“You each have a set of index cards with occupation, educational requirements, and average salaries. Match each occupation with its appropriate education limits and salaries. Use the chart entitled, “Earnings and Unemployment Rates by Educational Attainment,” provided by the Bureau of Labor Statistics, to find this information.”

Explore, Experience, Enable, Equip

Provide examples of public service announcements. Guide students toward valid and reliable sources, including graphs, charts, and tables. Instruct students on how to use images ethically. Review strategies for storyboarding and provide a graphic organizer to aid in storyboarding. Demonstrate video recording and editing software. Model selecting appropriate multimedia design elements.

Rethink, Revise, Rehearse, Refine

Review the rubric with students to encourage self-assessment. Ask students to share their public service announcement with an outside person (e.g., family member, friend, teacher) to gain feedback. Provide time for students to extend research and to edit and revise based on feedback.

Evaluate Work and Progress

Host a “red carpet” premiere where students showcase their public service announcements for the class. Arrange for the public service announcements to be shown on the school broadcast system. Ask the students to reflect by answering these questions:

- “What do I think is the most influential element of my Public Service Announcement and why?”
- “What did I learn about using images ethically?”
- “If I had the opportunity, what would I change in my PSA?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels. Focus on a limited number of student- or teacher-chosen occupations rather than occupational groups in general. Allow for partners or small groups to create public service announcements based on individual research. Provide for student choice among a variety of multimedia technologies. Adjust the length of the public service announcement and/or the number of sources required. Provide extension opportunities by including a budget component in which students determine what salary would be needed to fund their ideal lifestyle.

Organize and Sequence for Optimal Effectiveness

Cover: Strategies for using images ethically, including searching for copyright-friendly image and audio and copyright and fair use; selecting multimedia elements; editing.

Uncover: Video production hardware and software; evaluating sources.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Creating a PSA for At-Risk Students	Suggested Grades: 9-12
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skills:	
<ul style="list-style-type: none"> ▪ Using open-access images and audio ethically ▪ Selecting multimedia elements ▪ Editing a presentation based on feedback 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Critique examples of public service announcements ▪ Review search strategies to guide students towards valid and reliable sources ▪ Instruct on ethical use, copyright, and fair use ▪ Instruct on search strategies for copyright-free images and audio ▪ Model strategies for storyboarding ▪ Demonstrate video recording and editing software ▪ Model selection of appropriate multimedia design elements ▪ Provide opportunities for independent practice ▪ Encourage self- and peer-reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Research about a specific topic ▪ Extract relevant information using a note-taking strategy ▪ Storyboard to organize information ▪ Synthesize information using both visual and auditory components ▪ Cite sources ▪ Edit and revise based on feedback ▪ Produce and publish with technology ▪ Self-reflect on product and process 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Career-related educational levels and salaries; public service announcements; search strategies; video production hardware and software; copyright laws; citing sources; plagiarism ▪ Timeframe: Mid-range 	
Collaboration:	
<ul style="list-style-type: none"> ▪ Career Education, Drama/TV Production, Technology, Personal Finance, Economics 	

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Creating a PSA for At-Risk Students

Suggested Grades: 9-12

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Bartos, Judeen. <i>High School Dropouts</i>. Farmington Hills, MI: Greenhaven Press, 2013. ▪ Watkins, Heidi ed. <i>Dropping Out of School</i>. Farmington Hills, MI: Greenhaven Press, 2012. ▪ _____. <i>Risky Teen Behavior</i>. Farmington Hills, MI: Greenhaven Press, 2012.
Websites	<ul style="list-style-type: none"> ▪ “Converting YouTube Videos to mp3.” <http://www.youtube-mp3.org> ▪ “Earnings and Unemployment Rates by Educational Attainment Chart.” <i>Bureau of Labor Statistics</i>. <http://www.bls.gov/ooh/>
Video	<ul style="list-style-type: none"> ▪ The “Real Cost” of Smoking. <i>YouTube</i>. <https://www.youtube.com/watch?v=ixMEEI0Zq9g>
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ “AEIOU Feedback Organizer.” <i>GoogleDocs</i>. <https://docs.google.com/document/d/1L4K6JeSQhpFcQVnmwVVJsHqXFBWLY_EEhbh-ibN5k68/edit>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ <i>Above the Influence</i>. http://abovetheinfluence.com/> ▪ <i>Ad Council</i>. < http://adcouncil.org> ▪ “Careers and Career Information.” <i>Career One Stop</i>. < http://www.careeronestop.org> ▪ <i>Career Zone Pennsylvania</i>. < http://www.pacareerzone.org> ▪ “K12 Resources.” <i>Bureau of Labor Statistics</i>. < http://www.bls.gov/k12/index.htm>
Video	<ul style="list-style-type: none"> ▪ “Lumina Foundation: Whatever it Takes: Don’t Let Your Friends Drop Out.” <i>YouTube</i>. <https://www.youtube.com/watch?v=BqGNfl_F6bU> ▪ “Lumina Foundation: Facts About Postsecondary Attainment in America.” <i>YouTube</i>. <https://www.youtube.com/watch?v=G7oGnjin_Sm4&list=PLU00IlaUNbsiHg1a-xnX_WiGLHA6p1j-q>
Social Media	<p>Twitter Feed:</p> <ul style="list-style-type: none"> ▪ “Lumina Foundation.” <i>Twitter</i>. <https://twitter.com/LuminaFound>
Community/Human Resources	<ul style="list-style-type: none"> ▪ Interview human resources representatives or managers at local employers (e.g. Wawa, Acme, Swiss Farms, CVS) to gather information about what qualifications they seek in potential employees, and possibilities for advancement with/without a high school diploma

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Demonstrating Technology Etiquette & Safety & Using Digital Media; Behaving as a Digital Citizen Grade Band 9-12

Stage 1: Desired Results

Established Goals (Business Computer Information Technology Standard):

- 15.3.9-12.T** Discuss/demonstrate the rules of digital citizenship...
- 15.4.9-12.B** Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.
- 15.4.9-12.K** Evaluate advanced multimedia work products and make recommendations based on the evaluation.

Understandings (Students will understand that...):
Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to...):

- Advocate and practice safe, legal and responsible use of information and technology in school and personal situations.
- Examine, evaluate, and discuss impact of social, legal, ethical and safe behaviors on digital citizenship. Exhibit leadership for digital citizenship.

What understandings/competencies will be assessed through this task?

- Advocate for and accept responsibility for the social, legal, ethical and safe behaviors of digital citizenship.
- Appropriately and ethically interact with peers and adults for school and personal use within the law.

Stage 2: Assessment Evidence

Performance Task: Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools
Suggested Grades: 9-12

A report published in *Learning and Leading with Technology* by the International Society for Technology in Education (ISTE) in August, 2004, states, "Personal misuse and abuse of technology have reached epidemic proportions in school as well as in our daily lives," and this conclusion may be more evident today based on anecdotal evidence. (<http://iste.org>) ISTE leaders encourage members to serve as role models of safe and ethical use of information technology, but realize they must do more to help young people become responsible digital citizens. The leaders decide to create INFOTECH, a committee charged with disseminating information to middle-school and high-school students on how to use information technology safely and legally as digital citizens. As the Chair of this committee, it is your responsibility to develop a public service announcement (PSA) to be used in high schools advocating that students, teachers and administrators demonstrate appropriate digital citizenship behaviors as an integral part of the culture of their schools. Your audience will be students, teachers, and administrators in U.S. high schools and middle schools.

To create your PSA, your committee must first investigate what constitutes appropriate social, legal, ethical and safe behaviors when using personal devices and social media and then create a PSA announcement that highlights examples of these appropriate behaviors in an engaging, yet informative way. The PSA will be used nationally in schools and on school websites.

Performance Task Rubric: Creating a PSA Promoting Responsible Digital Citizenship in Schools
Business, Computer, and Information Technology Standard, Suggested Grades: 9-12

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Demonstrating Technology Etiquette & Safety; Behaving as a Digital Citizen; Using Digital Media

Criteria for Success

Levels of Achievement	Defining Appropriate Behavior	Citing Sources	Creating the PSA
<p align="center">3 Proficient</p>	<p>Defines all four categories (social, legal, ethical, and safety) of digital citizenship and includes at least two clear examples of appropriate digital citizenship for each category.</p>	<p>Cites all information correctly using a standard bibliographic format and includes a formal works cited/bibliography.</p>	<ul style="list-style-type: none"> ▪ Distills content and examples succinctly to provide needed information. ▪ Combines visual and oral components in an engaging way for the target audience. ▪ Keeps within the time limits for PSA.
<p align="center">2 Developing</p>	<p>Defines at least three of the four categories (social, legal, ethical, safety) of digital citizenship and/or includes at least one general example of appropriate digital citizenship for three of the four categories.</p>	<p>Cites most information correctly using a standard bibliographic format.</p>	<ul style="list-style-type: none"> ▪ Provides general rather than specific content. ▪ Combines visual and oral elements but not in a way that engages target audience. ▪ Runs just a little too long or too short in time for PSA.
<p align="center">1 Needs Improving</p>	<p>Defines two or fewer categories of digital citizenship (social, legal, ethical, safety) and/or identifies only one example of appropriate digital citizenship and only from one category.</p>	<p>Provides a list of sources used but doesn't cite sources correctly.</p>	<ul style="list-style-type: none"> ▪ Provides inappropriate content and/or too little content and/or combines visual and oral elements ineffectively ▪ Doesn't engage target audience and/or ▪ Runs too long or too short in time for PSA.

Stage 3 Learning Plan: WHERETO

Performance Task: Promoting Digital Citizenship

Suggested Grades: 9-12

Focus on the Students: To what extent is the learning plan effective and engaging for the students?

Why? The value to the student of learning the content/skills

“Your safe and ethical use of technology for school, work, and everyday life will help you become a responsible citizen and avoid risky situations.”

Hook and Hold to Engage

“After reading current examples of how unethical, illegal, or unsafe online behavior resulted in serious consequences, talk with your group about whether you think some students in our school misuse or abuse technology. What are some examples of positive or negative uses of technology? What kinds of rules do you think our school should make regarding technology use by students?”

Explore, Experience, Enable, Equip

Guide students toward valid and reliable sources about appropriate use of technology. Facilitate small groups to develop codes of conduct that highlight appropriate social, legal, ethical, and safe behaviors when using personal devices and social media. Model examples of public service announcements. Provide a graphic organizer to aid in storyboarding. Demonstrate video recording and editing software. Model the selection of appropriate multimedia elements.

Rethink, Revise, Rehearse, Refine

Review rubric with students to encourage self-assessment. Facilitate small-group discussion during which students present the research upon which they developed their code of conduct to gather feedback from peers. Provide time for students to extend research to improve the code of conduct. Have students view PSAs within their groups for feedback and revision.

Evaluate Work and Progress

Host a “red carpet” premiere where students showcase their public service announcements for the class. Arrange for the selected public service announcements to be shown on the school’s broadcast system and website. Ask students to evaluate the code of conduct based on analysis of peer comments.

Ask each student to reflect by answering these questions:

- “What piece of research was most surprising? Why?”
- “What category of digital citizenship (e.g., social, legal, ethical, or safety) did I find to be the most difficult to research? What did I do to make sure I was successful in my research?”
- “What visual or oral component of my public service announcement makes me most proud? Why?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adapt sources to student reading levels. Provide opportunities for students to use jigsaw collaborative learning by assigning one component of digital citizenship to each member of the group, allowing for small groups to create a public service announcement. Adjust required length of public service announcement. Provide for student choice among a variety of multimedia technologies. Provide for extension opportunities by placing emphasis on the visual and oral components of the public service announcement and how those components engage the audience. Host an awards ceremony.

Organize and Sequence for Optimal Effectiveness

Cover: Types of search strategies for finding copyright-friendly images that comply with music and copyright laws and fair use.
Uncover: Search strategies; note-taking and citations; visual and oral elements of a multimedia presentation; video production hardware and software.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences	
Performance Task: Promoting Digital Citizenship	Suggested Grades: 9-12
Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies	
Content/Skills:	
<ul style="list-style-type: none"> ▪ Defining appropriate citizenship behaviors ▪ Creating a public service announcement ▪ Citing sources 	
Instructional Strategies:	
<ul style="list-style-type: none"> ▪ Provide examples of public service announcements ▪ Guide students toward valid and reliable sources about appropriate use of technology ▪ Facilitate small groups that will develop codes of conduct ▪ Provide direct instruction on search strategies for copyright-free images and audio ▪ Provide direct instruction on ethical use of images, copyright, and fair use ▪ Model the selection of appropriate multimedia elements ▪ Model strategies for storyboarding ▪ Demonstrate video recording and editing software ▪ Provide time for independent practice ▪ Encourage self- and peer-reflection 	
Student Learning Experiences:	
<ul style="list-style-type: none"> ▪ Research aspects of digital citizenship ▪ Extract relevant information using a note-taking strategy ▪ Storyboard to organize information ▪ Synthesize information into a public service announcement that uses both visual and oral components ▪ Produce and publish with technology ▪ Cite sources ▪ Edit and revise based on feedback ▪ Self-reflect on product and process 	
Sequencing:	
<ul style="list-style-type: none"> ▪ Prior Knowledge Assessment: Public service announcements; search strategies; video production hardware and software; copyright laws; citing sources ▪ Timeframe: Short-range 	
Collaboration:	
<ul style="list-style-type: none"> ▪ English, Career Education, Drama/TV Production, Technology 	

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Promoting Digital Citizenship **Suggested Grades: 9-12**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Periodical Articles	<ul style="list-style-type: none"> ▪ Bazelon, Emily. "What Really Happened to Phoebe Prince?" <i>Slate</i>. 20 July 2010.
Websites	<ul style="list-style-type: none"> ▪ <i>Ad Council</i>. < http://adcouncil.org> ▪ "Basic Internet Safety." <i>NetSmartz</i>. < http://www.netsmartz.org/internetsafety> ▪ "Digital Literacy and Citizenship Classroom Curriculum." <i>Common Sense Media</i>. <http://www.netsmartz.org/internetsafety> ▪ "Google Digital Literacy and Citizenship Curriculum." <i>Google</i>. <http://www.google.com/goodtoknow/web/curriculum/> ▪ <i>ISafe</i>. <http://www.isafe.org> ▪ "Online Safety." <i>TeensHealth</i>. < http://kidshealth.org/teen/safety/safebasics/internet_safety.html>
Video	<ul style="list-style-type: none"> ▪ "Net Safety." <i>Planet Nutshell</i>. <http://www.planetnutshell.com/skill/netsafe/>

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ <i>Digital and Information Literacy Series</i>. New York: Rosen Publishing, 2014. ▪ Harris, Ashley Rae. <i>Txt Me Later: Using Technology Responsibly</i>. Edina, MN: ABDO, 2010. ▪ Szumski, Bonnie and Jill Karson. <i>Is Social Networking Beneficial to Society?</i> San Diego: Reference Point, 2013. ▪ Watkins, Heidi ed. <i>Risky Teen Behavior</i>. Farmington Hills, MI: Greenhaven Press, 2012.
Music/Songs	<ul style="list-style-type: none"> ▪ "'Pause and Think Online' Video and Lyrics." <i>Common Sense Media</i>. <https://www.common sense media.org/educators/blog/new-digital-citizenship-song-and-video>
Social Media	<p>Twitter Feed:</p> <ul style="list-style-type: none"> ▪ "Emily Post Institute." <i>Twitter</i>. <https://twitter.com/EmilyPostInst>