MS Library Media 6

Huntingdon Area School District

UNITS (3/3 SELECTED)	SUGGESTED DURATION
🟩 Unit 1: Digital Citizenship	*13 lessons*
🟧 Unit 2: Media Creation	*7 lessons*
🟪 Unit 3: Research	*5 lessons*

Unit 1: Digital Citizenship
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Students learn how to behave ethically online including ideas such as plagiarism, copyright law, online bullying, threats, and social media balance. As well as, students learn how to stay safe with a focus on critical thinking and communication skills.

STANDARDS/EXPECTATIONS

American Association of School Librarians (AASL) - National School Library Standards for Learners

VI.A.2.	VI.A.3.	I.B.1.	I.B.2.	II.B.1.	II.B.3.	II.A.2.	II.A.3.	IV.A.2.	IV.A.3.

VI.A.1.	III.B.2.	IV.B.3.	VI.B.2.	VI.B.1.	II.C.1.

BIG IDEAS

<u>**Big Ideas**</u>

- Online citizenship requires rules to be safe.
- Online citizenship should be inclusive, kind and ethical.
- The internet contains fake news
- Fake news and clickbait are not trustworthy or reliable sources of information.
- Reputable sources of information will be factual and credible.
- We can use a process to assess informational sources.

ESSENTIAL QUESTIONS

<u>**Essential Questions**</u>

- What impact does fake news have on our society?
- Why is the internet both helpful and harmful?
- How can I check my informational sources?
- Is my post ethical, empathetic, and legal?
- How can I ensure that my personal information is safe?

Unit 1: Digital Citizenship

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Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
a process for evaluation of credibility of information	locate, read, and evaluate the credibility of information they find on the internet.
how to use technology effectively and efficiently.	will use technology effectively and efficiently.
the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media.	make good choices about their personal information online.
Define the terms "copyright," "public domain," and "fair use."	build media that is legal.
Identify the purpose of the Four Factors of Fair Use.	

Unit 1: Digital Citizenship

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Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Copyright and Fair Use Worksheet	Formative	Common Sense Media Worksheet
Fair Use Handout	Formative	Common Sense Media Worksheet
Plagiarism Worksheet	Formative	Common Sense Media Worksheet
Take a Note Worksheet	Formative	Common Sense Media Worksheet
Plagiarism Checker	Summative	screenshots with degrees of plagiarism listed.
Check with Real Life Examples	Formative	examples given within the slide show for students to respond with thumbs up or thumbs down.
State Park Flyer	Project Based	Student created state park flyer demonstrating use of credible information.

Unit 2: Media Creation

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UNIT OVERVIEW

Students will learn how to create media that is ethical, efficient, and legal for the real world. Students will demonstrate empathy, awareness and positive criticisms toward other students in presentations.

STANDARDS/EXPECTATIONS

> **American Association of School Librarians (AASL) - National School Library Standards for Learners**

| VI.A.1. | VI.A.2. | IV.A.3. | I.B.3. | II.B.1. | I.C.2. | I.C.4. | II.C.1. | VI.C.1. | VI.C.2. |

| V.D.1. | V.D.2. | V.D.3. | VI.D.2. | VI.D.3. |

BIG IDEAS

Big Ideas

- Media is a tool with real world applications.
- Fair Use is a law to use copyrighted material ethically for criticism, schoolwork, news, and commentary.
- Copyright is a law within the United States of America.
- Media must be used in an ethical and legally responsible scheme.

ESSENTIAL QUESTIONS

Essential Questions

- How is Fair Use used?
- What is the role of copyright in society?
- What impact will my media have on society?
- In a global community, what are the other perspectives in media?

Unit 2: Media Creation

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
the law of Copyright	create media that includes a citations, end page, and title page.
the law of Fair Use	add media that complies with the restrictions of Fair Use.
the legally and ethical appropriate way to share new information with their peers.	demonstrate empathy during media creation
	communicate constructive criticism to peers following presentation.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
MashUp iMovie	Project Based	a movie with music, pictures, title page, and works cited page.
Informal Observation	Formative	teacher will be moving around room to observe students working and appropriate use of electronic equipment.
Exit Ticket	Formative	verbal or written constructive criticism following presentation of a peer.

Unit 3: Research

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UNIT OVERVIEW

The unit is to promote the usage of digital citizenship skills in a real world context. Students are selecting a nonfiction topic to research. After selection of their topic, students evaluate informational sources for reliability and trustworthiness selecting at least one source for information. Students use the resources efficiently and effectively to create a presentation that is ethically and legally appropriate. Within the presentation, students will demonstrate the ability to use multiple types of media.

STANDARDS/EXPECTATIONS

American Association of School Librarians (AASL) - National School Library Standards for Learners

I.A.1.	I.A.2.	IV.A.1.	IV.A.2.	III.A.1.	VI.A.1.	VI.A.2.	VI.A.3.	I.B.3.

BIG IDEAS

Big Ideas - Academic Databases

- Academic databases are trustworthy, reliable sources of information for school work.
- Academic databases contain other tools for research assignments such as citation creation, advanced search, and text to speech.
- Media creation for a presentation should use reliable, trustworthy sources of information.
- Presentations should include supporting evidence from reliable sources.
- Presentations should be focused on a central theme with all digital media, videos, pictures, GIFS, etc related to theme.
- All media creations should include correct citations of work used.

ESSENTIAL QUESTIONS

Essential Questions

- Why are academic databases important for learning?
- Why do we include citations in research?
- What is a reliable source of information?
- What is a trustworthy source of information?
- Why do we include citations in media creations?

Unit 3: Research
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Knowledge	Skills
Students will know . . . . . (Acquired Knowledge)	**Students can do . . . . . (Acquired Skill)**
how to access an academic database	access at least one academic database.
citations can be copied and pasted from an academic database	use an academic database to create a works cited page/ bibliography page
academic databases are trustworthy and reliable sources of information	utilize the tools in the basic search of an academic database.
	create a presentation using different media file extensions.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Science Reference Center Worksheet	formative	Worksheet that requires students to find, print, and read an article from an academic database.
Google Slide	summative	presentation with multiple slides and multiple digital file extensions.
Articles	formative	multiple articles as needed from the academic database should be marked up for focus of presentation.