**Curriculum**

**6th Grade Skills I**

**Course Overview**

The Skills course is designed to meet the needs of sixth grade students in transition at a time when more complex research, organizational, and language skills are required for academic success. Classes, which meet once every three weeks throughout the year, are structured to provide support as well as a form to teach the skills associated with library research, computer skills, time management, and test taking. Reinforcement and assessment of skills are carried out through material from core classes. All sixth grade students are assigned to this year-long course.

\* Standards & Benchmarks are based upon the American Association of School Librarians (AASL) Standards for the 21st-Century Learner.

http://www.ala.org/aasl/standards/in-action

**Benchmarks**:

First Semester

1. Generate questions and practice different ways to locate and evaluate sources that provided needed information.
2. Connect ideas or topics to their own interests.
3. Identify and use appropriate sources to acquire background information.
4. Determine what information is needed to support the investigation and answer the questions.
5. Understand the library’s organization scheme and what main topics are included in each section.
6. Locate appropriate nonfiction resources by using the library’s classification scheme.
7. Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.
8. Select a variety of credible sources in different formats relevant to research needs.
9. Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.
10. Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).
11. Evaluate, paraphrase, and summarize information in various formats.
12. Seek more than one point of view by using diverse sources.
13. Use technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information.
14. Find similar big ideas in more than one source.
15. Organize the information in a way that is appropriate for the assignment or questions.
16. Combine and categorize information by using an outline or semantic web to show connections among ideas.
17. Avoid plagiarism by rephrasing information in their own words.
18. Document quotations and cite sources using correct bibliographic format.
19. Abide by Acceptable Use Policy by accessing only appropriate information.
20. Use programs and websites responsibly and ethically.
21. Offer information and opinions at appropriate times in group discussions.

Second Semester

1. Cite all sources using correct bibliographic format.
2. Practice responsible and ethical use of information resources, both in their own library and in other institutions.
3. Rely on feedback to improve product and process.
4. Use word processing, drawing, presentation, graphing and other productivity tools to illustrate concepts and convey ideas.
5. Share reading experiences and favorite literature to build a relationship with others.
6. Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curricular.
7. Encourage team members to share ideas and opinions.
8. Present conclusions so that main ideas are clearly stated and supported by evidence.
9. Present information coherently in oral, written, and visual sequence.
10. Use clear and appropriate vocabulary to convey the intended message.
11. Adjust pacing, volume, and intonation appropriate to content and purpose.
12. Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
13. Independently locate and select information for personal, hobby, or vocational interests.
14. Pursue creative expressions of information in the community (public library, arts centers, museums).
15. Read books that connect to their own experiences.
16. Read books from various genres.
17. Respond to the images and feelings evoked by a literary or artistic work.
18. Connect text to personal experiences.
19. Draw conclusions about the theme from evidence in the text.
20. Share reading, listening, and viewing experiences in a variety of ways and formats.
21. Explore new genres that fulfil interests and reading level (graphic novels, magazines, online magazines, e-books).
22. Select resources for classroom learning and for personal exploration.
23. Select print, nonprint, and electronic materials based on personal interests and knowledge of authors.
24. Use prior knowledge to understand and compare literature.
25. Understand literal meaning and identify the main points reflected in a work.
26. Connect ideas reflected in various resources to life experiences at home, in school, and with peers.
27. Use basic strategies (author, title, subject, keyword) to locate information using the library's online catalog.
28. Create original products based on responses to literature and other creative works of art.

**Performance Indicators**

**Standards & Indicators:**

1. Inquire, think critically, and gain knowledge.
   1. Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
   2. Use prior and background knowledge as context for new learning.
   3. Develop and refine a range of questions to frame the search for new understanding.
   4. Find, evaluate, and select appropriate sources to answer questions.
   5. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
   6. Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
   7. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
   8. Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
   9. Collaborate with others to broaden and deepen understanding.
2. Draw conclusions, make informed decision, apply knowledge to new situations, and create a new knowledge.
   1. Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
   2. Organize knowledge so that it is useful.
   3. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
   4. Use technology and other information tools to analyze and organize information.
   5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
   6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
3. Share knowledge and participate ethically and productively as a member of our democratic society.
   1. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
   2. Participate and collaborate as members of a social and intellectual network of learners.
   3. Use writing and speaking skills to communicate new understandings effectively.
   4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
   5. Connect learning to community issues.
   6. Use information and technology ethically and responsibly.
4. Pursue personal and aesthetic growth.
   1. Read, view, and listen for pleasure and personal growth.
   2. Read widely and fluently to make connections with self, the world and previous reading.
   3. Respond to literature and creative expressions of ideas in various formats and genres.
   4. Seek information for personal learning in a variety of formats and genres.
   5. Connect ideas to own interests and previous knowledge and experience.
   6. Organize personal knowledge in a way that can be called upon easily.
   7. Use social networks and information tools to gather and share information.
   8. Use creative and artistic formats to express personal learning

**Assessments**

First Semester:

1. Online Resources Worksheet

2. Website Evaluation Worksheet

3. Note Taking & Outlining for Earthquake Research report.

Second Semester:

1. Bibliography for Earthquake Research Report.

2. Written book review.

3. Video book review.

**Core Topics**

First Semester:

1. Library Resources – locating/accessing via Library Website

2. Author Visit/Author Study

3. Online Resources

4. Website Evaluation

5. Note-taking for Science Earthquake Report

6. Outlining for Science Earthquake Report

Second Semester:

1. Bibliographies for Science Earthquake Report.

2. Literature appreciation through recreational reading

3. Book reviews: written and video.

**Specific Content**

First Semester:

1. The Library website is displayed and students are show how to access Destiny (the catalog) and Overdrive eBooks, as well as shown other useful features and links on the webpage.
2. Author introduced through website and students shown video interview of author. Piece read aloud and discussed. Questions generated by students to ask during author visit.
3. Introduction given to databases useful for upcoming and future research assignments. Students given a topic and practice using a database and worksheets completed.
4. Discussions on website reliability, 'good' & 'bad' examples shown, individual worksheets completed.
5. Note-taking skills taught, students assigned a sample text to practice.
6. Outlining skills taught, students sort completed notecards, and write short essay from notes/outline.
7. Note-taking/outlining performed simultaneously for Science 6 Earthquake reports in classroom.

Second Semester:

1. Students are instructed on the use of a citation generator, Noodletools. Student generate citations for the sources used in their Science 6 Earthquake reports.
2. Discuss the elements of a good book review. Students select and read a book from the library collection and write a review to be posted online and in the library.
3. Working in pairs, students turn their written reviews into a script; create questions and answers about the book they read. Film interview/review on an iPad and upload to Destiny.

**Resources**

First Semester:

1. Library Webpage

2. Destiny Catalog

3. Overdrive

4. Gale databases

5. World Book Online

6. Database and World Book Online worksheet

7. Website evaluation worksheet

8. Middle School Guide to Research

9. Sample notecards

10. Blank notecards (pre-printed with template)

11. Author's books (for visit pre-sale and library collection)

Second Semester

1. Noodletools

2. Bibliography rubric

3. Middle School Guide to Research

4. Library catalog (Destiny)

5. Google Drive accounts

6. Individual books chosen by student for book review

7. Book Review Template and writing prompts

8. Book review rubric

9. iPads