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<th>ALA Standards</th>
<th>Grade Level Content Expectations</th>
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<td>What materials/resources will we need to ensure mastery?</td>
<td>How will we know if students learn?</td>
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**Focused instructional strategies, processes, skill development, or content expectations**

**Standard 1: Inquire, think critically and gain knowledge.**

**Unit: 8th Grade**

| 1.1.5 | Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. | • Recognize that information has a social or cultural context based on currency, accuracy, authority, and point of view  
• Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view | • Online databases and encyclopedias, and Web subject directories  
• Newspapers, magazines, and other print media  
• Relevant websites | • Media Specialist will collaborate with classroom teacher to assess individual students using grading rubric. |

| 1.1.8 | Demonstrate mastery of technology tools for accessing information and pursuing inquiry. | • Use technology resources, such as online encyclopedias, online databases, and Web subject directories to locate information  
• Implement keyword search strategies.  
• Select and use grade-level-appropriate electronic reference materials and teacher-selected websites to answer questions.  
• Use a variety of search engines to do advanced searching. | • Online databases and encyclopedias, and Web subject directories  
• Keyword search strategies review sheet.  
• List of teacher-selected websites  
• List of search engines | • Media Specialist will monitor and assess individual student research strategies and their outcomes using check sheets and rubrics. |
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Focused instructional strategies, processes, skill development, or content expectations

**Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**Unit: 8th Grade**

2.1.1 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.

- Assess the importance of ideas by comparing their treatment across texts.
- Identify main ideas and find supporting examples, definitions, and details.
- Analyze different points of view discovered in different sources.
- Determine patterns and discrepancies by comparing and combining information available in different sources.
- Interpret information and ideas by defining, classifying, and inferring from information in text.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

- Use prewriting to discover alternate ways to present conclusions.
- Select presentation form based on audience and purpose.
- Draft the presentation/product following an outline of ideas and add supporting details.
- Create products that incorporate writing, visuals, and other forms of media to convey message and main points.
- Assess and edit for grammar, visual impact, and appropriate use of media.
- Cite all sources using correct bibliographic format.

- Informational sources, both electronic and print

- Word processing software, including spell check and grammar check
- Multi-media /visual software.
- Citation resources such as Citation maker

- Media Specialist will collaborate with classroom teacher to assess individual students using grading rubric.
### Focused instructional strategies, processes, skill development, or content expectations

**Standard 3:** Share knowledge and participate ethically and productively as members of our democratic society.

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| **3.1.3** Use writing and speaking skills to communicate new understandings effectively. | • Present conclusions so that main ideas are clearly stated and supported by evidence.  
• Use relevant ideas and details to show insight into people, events, new knowledge, and personal background.  
• Use dramatic, audio and video presentation as appropriate for subject and audience.  
• Adjust pacing, volume, and intonation appropriate to content and purpose. |
| **3.1.5** Connect learning to community issues | • Identify and address community and global issues  
• Use real-world examples to establish authenticity  
• Seek information from different sources to get balanced points of view.  
• Articulate the importance of intellectual freedom to a democratic society.  
• Word processing software, including spell check and grammar check  
• Audi/visual software  
• Online databases and encyclopedias, and Web subject directories  
• Newspapers, magazines, and other sources of local media  
• Relevant websites  
• Media Specialist will collaborate with classroom teacher to assess individual students using grading rubric. |

**Standard 4:** Pursue personal and aesthetic growth.

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| **4.1.6** Use social networks and information tools to gather and share information. | • Use advanced strategies (Boolean searches) to locate information about personal-interest topics in the library’s online catalog.  
• Use a few technology tools and resources to collect, organize and evaluate information that addresses issues or interests.  
• Apply technology productivity tools to meet personal needs.  
• Focused instructional strategies, processes, skill development, or content expectations.  
• Keyword search strategies review sheet  
• OPAC review  
• Social Networking safety review  
• Technology productivity tools  
• Media Specialist will collaborate with classroom teacher to assess individual students using grading rubric. |