

Library Media Curriculum Grade 7

Student Learning Target	TN Standards	AASL Standards
<ul style="list-style-type: none"> • Identify the location of fiction, nonfiction, biographical, reference, and other specialty resources in the library. • Use an online catalog (OPAC) and other sources to find specific books. • Select fiction and nonfiction books for pleasure reading. • Demonstrate an understanding of the use of online databases and encyclopedias such as Tennessee Electronic Library (TEL), World Book Online and Britannica School to find specific information. • Draw meaning from informational text • Determine an author's point of view and purposed in print and non-print media. • Recognize and use methods of ethical research. • Use paraphrasing, summarizing, and quotes effectively. • Give appropriate credit to sources and use in-text citations properly. • Develop an accurate bibliography. • Demonstrate understanding of an online citation tool. • Demonstrate understanding of the following research terms: <i>thesis statement, simple outline, bibliography, works cited, Boolean searching, primary and secondary sources.</i> • Understand the process of choosing and evaluating credible sources. • Understand the effects of personal digital footprint and the potential impact of social media. • Demonstrate a knowledge of Internet safety strategies. • Know and demonstrate an understanding of BCS Acceptable Use Policy. 	<p>WRITING</p> <p>7.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.</p> <p>7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.</p> <p>7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.</p> <p>READING</p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p> <p>7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high</p>	<p>1.1.1 Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p>

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	<p>end as needed.</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.3.5 Use information technology responsibly.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>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.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.3.1 Solicit and respect diverse perspectives while</p>
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		<p>searching for information, collaborating with others, and participating as a member of the community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p>
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