

Library Media Curriculum Grade 8

Student Learning Target	TN Standards	AASL Standards
<ul style="list-style-type: none"> • Demonstrate a knowledge of library organization and the location of materials. • Use an online catalog (OPAC) and other sources to find specific books. • Demonstrate an understanding of Boolean searching and Boolean terms. • Demonstrate a knowledge of research terms: <i>primary/secondary sources, MLA, citations, bibliography.</i> • Examine potential resources for accuracy, relevancy, biases & stereotypes. • Understand intellectual property, plagiarism, and copyright • Discuss the concept of “fair use.” • Give appropriate credit to an information source whether print, non-print, image, or audio. • Recognize methods of using information from other sources without plagiarizing, and understand the consequences of plagiarizing. • Recognize and read from a variety of genres. • Read for pleasure. • Effectively use a variety of Internet databases for informational or personal use (such as Tennessee Electronic Library (TEL), World Book Online and Britannica School to find specific information). • Demonstrate a knowledge of Internet safety strategies. • Use technology tools (flash drive, computer applications, etc.) to gather, present, and share new content learning. 	<p>WRITING</p> <p>8.W.RBPK.7 Conduct research to answer a question, including (a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.RBPK.8 Use search terms effectively; 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>8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when a relevant evidence is introduced.</p> <p>8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p> <p>READING</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</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</p>

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<ul style="list-style-type: none"> • Understand the effects of a personal digital footprint. • Know and demonstrate an understanding of BCS Acceptable Use Policy. 	<p>8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>8.RL.IKI.9 Analyze how contemporary text are shaped by foundational texts or literacy archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.</p> <p>8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze the differing structure of each text contributes to its meaning and style.</p> <p>8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.</p>	<p>gathering and using information</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>1.4.4 Seek appropriate help when it is needed.</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>
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