

**Trinity Area School District  
Template for Curriculum Mapping**

<b>Course: Library</b> <b>Grade:9-12</b> <b>Designer(s):Debbie Zewe</b>	<b>Overview of Course</b> The high school library program is integrated into the high school curriculum. It is designed to assist learners to grow in their ability to locate, evaluate and apply information in a spirit of inquiry and self-motivation. Activities to develop an interest and appreciation for literature and knowledge of the research process and its application comprise a large portion of this curriculum.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<b>Perspective</b>	<p><b>CC.1.2.D Reading Informational Text: Craft and Structure: Point of View</b></p> <p><b>CC.1.2.G Reading Informational Text: Integration of Knowledge and Ideas: Diverse Media</b></p> <p><b>CC.1.2.H Reading Informational Text: Integration of Knowledge and Ideas: Evaluating Arguments</b></p>	<p><b>*You can determine an author’s point of view by examining his background and considering his experiences.</b></p> <p><b>*Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.</b></p>	<p><b>*How do readers know what to believe?</b></p> <p><b>*How does a reader’s purpose influence how text should be read?</b></p> <p><b>*What is this text really about?</b></p>
<b>Critical thinking</b>	<p><b>CC.1.4.W Writing: Credibility, Reliability, and Validity of Sources</b></p> <p><b>CC.3.6.G Writing: Research to Build and Present Knowledge</b></p> <p><b>CC.8.6.G G Writing: Research to Build and Present Knowledge</b></p> <p><b>CC.15.3.E Communication: Foundations of Communication</b></p>	<p><b>*You can write for different purposes and audiences.</b></p> <p><b>*You should write clear and focused text to convey appropriate content.</b></p> <p><b>*You can make connections among ideas and between texts.</b></p> <p><b>*Critical thinkers access, identify and evaluate resources.</b></p>	<p><b>*How do readers know what to believe when they read, hear, and view?</b></p> <p><b>*How does interaction with text provoke thinking and response?</b></p> <p><b>*How does using a variety of sources and points of view avoid excessive bias?</b></p> <p><b>*How does one organize and integrate information from various sources?</b></p> <p><b>*What is the best way to present my findings?</b></p>

<b>Research</b>	<p><b>CC1.4.S Writing: Respond to Literature</b></p> <p><b>CC.1.4.V Writing: Conducting Research</b></p> <p><b>CC.3.6.F &amp; CC.3.6.G Writing: Research to Build and Present Knowledge</b></p> <p><b>CC.8.6.F &amp; CC.8.6.G Writing: Research to Build and Present Knowledge</b></p> <p><b>CC15.3.C &amp; CC15.3.I Communication: Foundations of Communication</b></p> <p><b>CC15.4.L Technology Research</b></p>	<p><b>*Researchers should take notes on information to support their own position.</b></p> <p><b>*Researchers should synthesize information gathered from multiple sources.</b></p> <p><b>*Researchers should use summaries, paraphrases and quotations to create report.</b></p> <p><b>Researchers should find and use primary documentations.</b></p>	<p><b>*What does a reader look for and how can information be found?</b></p> <p><b>*How does a reader know a source can be trusted?</b></p> <p><b>*How does one organize and synthesize information from various sources?</b></p> <p><b>*How does interaction with text provoke thinking and response?</b></p> <p><b>*What is this text really about?</b></p> <p><b>*How do strategic readers create meaning from informational and literary text?</b></p> <p><b>How does one find a topic to write about?</b></p> <p><b>How does one find information about their topic?</b></p>
<b>Comprehension</b>	<p><b>CC.1.2.L Reading Informational Text: Range of Reading</b></p> <p><b>CC.1.3.K Reading Literature: Range of Reading</b></p> <p><b>CC1.4.S Writing: Respond to Literature</b></p> <p><b>CC.3.5.I Reading Informational Text: Integration of Knowledge and Ideas</b></p> <p><b>CC.8.5.I Reading Informational Text: Integration of Knowledge and Ideas</b></p>	<p><b>*Use various print and digital reference sources.</b></p> <p><b>*Locate and select literary non-fiction and informational texts on grade level.</b></p> <p><b>*Use library index to locate non-fiction and informational texts.</b></p> <p><b>Select grade-level-appropriate literary fiction in a variety of genres.</b></p> <p><b>*Use and cite specific textual evidence in primary and secondary sources.</b></p>	<p><b>*Why does one locate and select literary non-fiction and informational texts on grade level?</b></p> <p><b>*Which memoirs are grade-appropriate for use?</b></p> <p><b>*How do I use a library index?</b></p> <p><b>*How do I know what to read?</b></p> <p><b>*How do I find print and digital sources?</b></p>

<p><b>Technology Literacy</b></p>	<p>CC.15.4.B Computer and Information Technologies</p> <p>CC.15.4.K Computer and Information Technologies: Digital Media CC.15.4.L</p> <p>Technology Research CC.15.3.T</p> <p>Electronic Communication</p> <p>CC.1.2.G Reading Informational Text: Integration of Knowledge and Ideas: Diverse Media</p> <p>CC.1.4.W Writing :Credibility, Reliability, and Validity of Sources</p>	<p>. *You should use information found in various mediums</p>	<p>*How do readers know what to believe? *What mediums are educationally sound to use?</p>
<p><b>Citizenship</b></p>	<p>CC.15.4.B Computer and Information Technologies</p> <p>CC.15.4.K Computer and Information Technologies: Digital Media</p> <p>CC.15.4.L Technology Research CC.15.3.T</p> <p>Electronic Communication CC.1.4.W</p> <p>Writing :Credibility, Reliability, and Validity of Sources</p>	<p>*A responsible citizen uses information ethically and productively in a global society. *Practice safe, legal and responsible use of information and technology both in school and your personal life. *Use information found in various mediums. *Using a variety of sources and points of view can avoid bias. *Use summaries, paraphrases and quotations. *Provide bibliography or list of works cited, using standard bibliographic citation format. *Cite sources by using standard bibliographic citation format.</p>	<p>*How do responsible citizens use information ethically? *How do responsible citizens use information productively in a global society? *How does a reader know a source can be trusted? *How does one use quotes, paraphrasing and conclusions in work without plagiarizing? *How does one use 'Within text' documentation in an MLA format? *How does one construct a Work Cited using the MLA format? *How does one behave as a Digital Citizen?</p>

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction		Big Idea(s) Perspective	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
September through May		Perspective	CC.1.2.D Reading Informational Text: Craft and Structure: Point of View CC.1.2.G Reading Informational Text: Integration of Knowledge and Ideas: Diverse Media CC.1.2.H Reading Informational Text: Integration of Knowledge and Ideas: Evaluating Arguments	*You can determine an author’s point of view by examining his background and considering his experiences. *Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.	*How do readers know what to believe? *How does a reader’s purpose influence how text should be read? *What is this text really about?		Various databases including : eLibrary, EBSCOhost, Facts on File, Gale, Power Library, Sirs Knowledge Source
September through May		Critical thinking	CC.1.4.W Writing: Credibility, Reliability, and Validity of Sources CC.3.6.G Writing: Research to Build and Present Knowledge CC.8.6.G G Writing: Research to Build and Present Knowledge	*You can write for different purposes and audiences. *You should write clear and focused text to convey appropriate content. *You can make connections among ideas and between texts. *Critical thinkers	*How do readers know what to believe when they read, hear, and view? *How does interaction with text provoke thinking and response? *How does using a variety of sources		Various databases including: Career Library, Ferguson’s Career Guidance, Institute for Career Research, AccessPA, eLibrary, EBSCOhost, Facts on File, Gale,

			<p><b>CC.15.3.E Communication: Foundations of Communication</b></p>	<p><b>access, identify and evaluate resources.</b></p>	<p><b>and points of view avoid excessive bias? *How does one organize and integrate information from various sources? *What is the best way to present my findings?</b></p>		<p><b>Grolier, Power Library, Sirs Knowledge Source, World Book. OPAC: Destiny, Fiction and Non- Fiction print sources.</b></p>
<p><b>September through May</b></p>		<p><b>Research</b></p>	<p><b>CC1.4.S Writing: Respond to Literature CC.1.4.V Writing: Conducting Research CC.3.6.F &amp; CC.3.6.G Writing: Research to Build and Present Knowledge CC.8.6.F &amp; CC.8.6.G Writing: Research to Build and Present Knowledge CC15.3.C &amp; CC15.3.I Communication: Foundations of Communication CC15.4.L Technology Research</b></p>	<p><b>*Researchers should take notes on information to support their own position. *Researchers should synthesize information gathered from multiple sources. *Researchers should use summaries, paraphrases and quotations to create report. *Researchers should find and use primary documentations.</b></p>	<p><b>*What does a reader look for and how can information be found? *How does a reader know a source can be trusted? *How does one organize and synthesize information from various sources? *How does interaction with text provoke thinking and response? *What is this text really about? *How do strategic readers create meaning from informational and literary text? *How does one find</b></p>		<p><b>Various databases including: Career Library, Ferguson’s Career Guidance, Institute for Career Research, AccessPA, eLibrary, EBSCOhost, Facts on File, Gale, Grolier, Power Library, Sirs Knowledge Source, World Book. OPAC: Destiny, Fiction and Non- Fiction print sources.</b></p>

					<b>a topic to write about?</b> <b>How does one find information about their topic?</b>		
<b>September through May</b>		<b>Comprehension</b>	<b>CC.1.2.L Reading Informational Text: Range of Reading</b> <b>CC.1.3.K Reading Literature: Range of Reading</b> <b>CC.1.4.S Writing: Respond to Literature</b> <b>CC.3.5.I Reading Informational Text: Integration of Knowledge and Ideas</b> <b>CC.8.5.I Reading Informational Text: Integration of Knowledge and Ideas</b>	<b>*Use various print and digital reference sources.</b> <b>*Locate and select literary non-fiction and informational texts on grade level.</b> <b>*Use library index to locate non-fiction and informational texts.</b> <b>Select grade-level-appropriate literary fiction in a variety of genres.</b> <b>*Use and cite specific textual evidence in primary and secondary sources.</b>	<b>*Why does one locate and select literary non-fiction and informational texts on grade level?</b> <b>*Which memoirs are grade-appropriate for use?</b> <b>*How do I use a library index?</b> <b>*How do I know what to read?</b> <b>*How do I find print and digital sources?</b>		<b>Various databases including:</b> <b>Career Library,</b> <b>Ferguson’s Career Guidance,</b> <b>Institute for Career Research,</b> <b>AccessPA,</b> <b>eLibrary,</b> <b>EBSCOhost,</b> <b>Facts on File,</b> <b>Gale,</b> <b>Grolier,</b> <b>Power Library,</b> <b>Sirs Knowledge Source,</b> <b>World Book,</b> <b>OPAC: Destiny,</b> <b>Fiction and Non-Fiction print sources.</b>
<b>September through May</b>		<b>Technology Literacy</b>	<b>CC.15.4.B Computer and Information Technologies</b> <b>CC.15.4.K Computer and Information Technologies: Digital Media</b> <b>CC.15.4.L Technology</b>	<b>*You should use information found in various mediums.</b>	<b>*How do readers know what to believe?</b> <b>*What mediums are educationally sound to use?</b>		<b>Various databases including:</b> <b>Career Library,</b> <b>Ferguson’s Career Guidance,</b> <b>Institute for Career Research,</b> <b>AccessPA,</b> <b>eLibrary,</b> <b>EBSCOhost,</b>

			<p>Research  CC.15.3.T  Electronic  Communication  CC.1.2.G Reading  Informational  Text: Integration  of Knowledge and  Ideas: Diverse  Media  CC.1.4.W Writing  :Credibility,  Reliability, and  Validity of Sources</p>				<p>Facts on File,  Gale,  Grolier,  Power Library,  Sirs Knowledge  Source, World  Book.  OPAC: Destiny,  Fiction and Non-  Fiction print  sources.</p>
<p>September  through  May</p>		<p>Citizenship</p>	<p>CC.15.4.B Computer  and Information  Technologies  CC.15.4.K  Computer and  Information  Technologies:  Digital Media  CC.15.4.L  Technology  Research  CC.15.3.T  Electronic  Communication  CC.1.4.W Writing  :Credibility,  Reliability, and  Validity of Sources</p>	<p>*A responsible  citizen uses  information  ethically and  productively in a  global society.  *Practice safe, legal  and responsible use  of information and  technology both in  school and your  personal life.  *Use information  found in various  mediums.  *Using a variety of  sources and points  of view can avoid  bias.  *Use summaries,  paraphrases and  quotations.  *Provide</p>	<p>*How do  responsible  citizens use  information  ethically?  *How do  responsible  citizens use  information  productively in a  global society?  *How does a  reader know a  source can be  trusted?  *How does one  use quotes,  paraphrasing  and conclusions  in work without  plagiarizing?</p>		<p>Various databases  including:  Career Library,  Ferguson’s Career  Guidance,  Institute for  Career Research,  AccessPA,  eLibrary,  EBSCOhost,  Facts on File,  Gale,  Grolier,  Power Library,  Sirs Knowledge  Source, World  Book.  OPAC: Destiny,  Fiction and Non-  Fiction print  sources.</p>

				<b>bibliography or list of works cited, using standard bibliographic citation format.</b> <b>*Cite sources by using standard bibliographic citation format.</b>	<b>*How does one use 'Within text' documentation in an MLA format?</b> <b>*How does one construct a Work Cited using the MLA format?</b> <b>*How does one behave as a Digital Citizen?</b>		
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\* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the "Common Assessments" and "Common Resources Used" columns. However, you may use them if you wish.