

Ninth Grade	Integrated Anti-Plagiarism Curriculum A menu for teacher/librarian collaboration
STUDENTS NEED TO KNOW:	STUDENTS WILL:
Middle School Skills	Meet or exceed standards on Pretest
Plagiarism Definition	Define Plagiarism
BHS Academic Honesty Code	Discuss/Recognize Forms of Academic Dishonesty <ul style="list-style-type: none"> • Cheating • Plagiarism • Fabrication • Facilitation
BHS Community Commitment to Address Plagiarism	Understand that BHS Honor Code applies to all assignments and activities
Consequences of Plagiarism	Understand <ul style="list-style-type: none"> • Plagiarism's effect on slackers • Plagiarism's affect on straight arrows Give examples of <ul style="list-style-type: none"> • Three Discipline Levels of BHS Code Research and React to <ul style="list-style-type: none"> • Workplace Case Studies • Higher Education Case Studies
Reasons Students Plagiarize	Discuss/Identify/Create Google doc explaining <ul style="list-style-type: none"> • Reasons Students Plagiarize Brainstorm/Add/Analyze <ul style="list-style-type: none"> • Student-generated Solutions Peer edit in teams
Plagiarism Avoidance Skills Citation MLA Basics Works Cited Parenthetical Citations (In-Text citations) (Teacher/Media Specialist will collaboratively integrate skill instruction and support)	Identify/List Reasons for citing sources Learn citation elements for various sources Learn how/where to find elements Learn how to use proper MLA format/punctuation Understand the connection between Works Cited and Parenthetical Citations Create authentic Works Cited and Parenthetical Citations within integrated, collaborative projects
Research Process Brainstorming Activating Prior Knowledge	Presearch <ul style="list-style-type: none"> • Choose a personally relevant topic/perspective related to current subject area work • Mind map (print and online) topic possibilities • Examine personal experience and familiar facts

<p>Range of Print/Online Resources</p> <p>Primary Documents Secondary Documents</p>	<p>Know most effective uses of Print/Online Locate Resources</p> <ul style="list-style-type: none"> • BHS Media • McArthur Library • WWW resources <p>Participate in Guided Research Engage in Independent Research Use/Cite at least one print/one online resource for all research Define/Differentiate PD and SD Know most effective uses of PD/SD</p>
<p>BHS AUP</p>	<p>Understand/Sign/Comply with school internet policies Use information ethically</p>
<p>Common Knowledge</p>	<p>Define and give criteria for common knowledge</p> <ul style="list-style-type: none"> • Well-known by general population • Probably part of student's prior knowledge • Found in multiple ready reference resources • Does NOT have to be cited
<p>Intellectual Property</p>	<p>Understand necessity and follow rules to formally cite</p> <ul style="list-style-type: none"> • unique phrases • quotations • summaries • paraphrases • ideas • music, lyrics • sound bites, video clips, • photographs, images • designs • software <p>and all other types of intellectual property</p>
<p>Primary Research</p>	<p>Understand importance of and use methods to conduct Primary Research</p> <ul style="list-style-type: none"> • Fieldwork • Interviews • Survey • Observation • Analysis <p>Integrate results of primary research with secondary research</p>

Copyright/Fair Use	Understand that US Code grants exclusive rights to authors/copyright holders to <ul style="list-style-type: none"> • copy • distribute • show • make derivative or adaptive works
Source Evaluation	Examine/Evaluate <ul style="list-style-type: none"> • Authority: Author/Publisher/Sponsor • Accuracy: Content/Grammar • Currency: Date/Update • Relevancy: Answers Essential Questions • Coverage: Sufficient Information • Purpose <ul style="list-style-type: none"> ○ Commercial ○ Entertainment ○ Opinion ○ Personal Observation ○ Factual ○ Educational ○ Scholarly Research • Reviews • Link Search • Organization • Reading Level
Ninth Grade Benchmarks	Meet or exceed standards on Ninth Grade Post Test

Tenth Grade	Integrated Academic Integrity Curriculum A menu for teacher/librarian collaboration
STUDENTS NEED TO KNOW:	STUDENTS WILL:
Ninth Grade Benchmarks	Demonstrate retention of Ninth Grade Benchmarks on Review Quiz
Review/Reinforce (As necessary)	Understand <ul style="list-style-type: none"> • BHS Academic Honesty Code • Consequences of Plagiarism • Copyright/Fair Use Regularly demonstrate skill with <ul style="list-style-type: none"> • Research Process • Basic MLA • Summarizing • Paraphrasing

	<ul style="list-style-type: none"> • Quoting • Evaluating Sources
Anti-Plagiarism Skills	<p>Enter "plagiarism" in online word mappers</p> <ul style="list-style-type: none"> • Visual Thesaurus • VisuWords • Wordle <p>Create personal definition of plagiarism Discuss/Identify/Analyze Plagiarism Issues/Problems /Solutions Generate personal transmittal letter (Integrity statement)</p>
Deeper MLA	<p>Learn how to cite:</p> <ul style="list-style-type: none"> • Block Quotations • Secondary Sources • Photographs • Painting • Cartoons • Email • Interviews • Live Performance • Blog post • Podcast • Mashup • Other Web 2.0 resources <p>Competently create complex documentation and understand when to use each</p> <ul style="list-style-type: none"> • Works Citeds • Reference Lists • Bibliographies • Parenthetical Citations
Conference on Fair Use (CONFU) Multimedia Guidelines	<p>Discuss CONFU Identify 1996 Multimedia Guidelines from CONFU</p>
Digital Millennium Copyright Act	<p>Discuss DMCA anti-circumvention provisions</p>
Protecting Intellectual Rights Against Theft and Expropriation Act of 2004 "Pirate Act"	<p>Discuss Song Swapping/Online File Sharing/P2P File –sharing/Napster</p>
Creative Commons Licenses	<p>Explore current legal and ethical issues involved in derivative works Discuss levels of licenses</p>
Web 2.0 Applications	<p>Discuss/Identify Web 2.0 Applications</p>
Mashups	<p>Compare/Contrast Creative Commons Licenses with "Fair Use" Define Derivative Works/Mashup Create Mashup Legally Share/Remix/Reuse</p>

	Apply for CC license
Citation Maker	Understand limitations of citation makers Use citation maker for rough draft of Works Cited
Indicative/ Descriptive Annotation Informative/Summative Annotations (Abstract)	<p>Know the criteria for indicative annotations</p> <ul style="list-style-type: none"> • MLA citation of source • Concise paragraph (3-5 sentences) • General description of resource • Give main subject and broad concepts • Does NOT include evaluation <p>Know criteria for informative annotations</p> <ul style="list-style-type: none"> • MLA citation of source • Concise paragraph (3-5 sentences) • Summary thesis/content • Summary arguments/evidence/conclusion • Does NOT include evaluation <p>Use/Cite/Annotate (indicative or informative) at least two print/one database/two non-commercial web resources for all research (Annotated Bibliographies. Handouts and Links. University of North Carolina, Chapel Hill. July16, 2008 http://www.unc.edu/depts/wcweb/handouts_annotated_bibliographies.html)</p>
SLMS/Teacher audits student document portfolio	<p>Student shows evidence of source use</p> <ul style="list-style-type: none"> • Mind Map/Graphic Organizer • Thesis Statement • Essential Questions • Note cards • Outline • Rough draft • Annotated Works Cited • Letter of Transmittal
Range of Resources	<p>Locate and Prioritize Resources</p> <ul style="list-style-type: none"> • BHS Media • McArthur Library • Interlibrary Loan • BHS Media Center Databases • MARVEL databases • Deep Web databases • Web 2.0 Applications • WWW resources
Tenth Grade Benchmarks	Meet or Exceed Standards on Tenth Grade Post Test

Eleventh Grade	Integrated Anti-Plagiarism Curriculum A Menu for teacher/librarian collaboration
Tenth Grade Benchmarks	Demonstrate retention of Benchmarks in Review Quiz
Complex MLA End Notes	Understand purpose of End Notes Add End Notes to integrated, collaborative project
Critical/Evaluative Annotations	Know and use the criteria for Critical/Evaluative Annotations
Combined Annotations Summative/Critical/Evaluative	Know and use the criteria for Summative/Critical/Evaluative Annotations Use/Cite Combined Annotations for all research (Annotated)
Organization of and extended access to personal bookmarks	Create del.icio.us account
Proactive steps to facilitate research	Personalize iGoogle page or Google bookmarks page
Wikipedia publishing process	Understand Wikipedia process of article creation/ submission/publication Research and write a new article to submit to Wikipedia Edit and solicit peer review to increase acceptance by Wikipedia
BHSMC Wiki	Discuss/Brainstorm/Design BHSMC Academic Integrity Wiki OR classroom project wiki Discuss Wiki etiquette Discuss legalities of slander and libel Post links/observations/opinions to wiki <ul style="list-style-type: none"> • Volunteer time as a BHSMC wiki moderator
	Create Digital Book Trailers for recommendations to peers
Eleventh Grade Benchmarks	Meet or Exceed Standards on Eleventh Grade Post Test

Twelfth Grade	Integrated Academic integrity Curriculum A menus for teacher/librarian collaboration
Fall Pretest	Demonstrate retention of Eleventh Grade Benchmarks

<p>Web 1.0 Web 2.0 Web 3.0 Web 4.0 Web future</p>	<p>Discuss</p> <ul style="list-style-type: none"> • ARPANET (“nonindustrial, noncorporate environment and in a purely scientific culture”) Sci-Tech Encyclopedia. <u>McGraw-Hill Encyclopedia of Science and Technology</u>. Copyright © 2005 by <u>The McGraw-Hill Companies, Inc.</u> • Internet • Web 1.0 (World Wide Web) • Web 2.0 (Read/Write Web) • Web 3.0 (Semantic/Intelligent Web) • Web 4.0 (AI) <p>Compare/Contrast Internet/Web 1.0/Web 2.0/Web 3.0 Web 4.0 and Predict beyond</p>
<p>Instructional Podcasts Persuasive Podcasts</p>	<p>Identify/Create podcasts for Freshmen Anti-Plagiarism Orientation</p>
<p>Digital Book Trailers Peer recommendations</p>	<p>Create Digital Book Trailers for recommendations to peers</p>
	<p>Discuss/Brainstorm/Design BHSMC Book Review Blog OR classroom project blog Discuss Blog etiquette Discuss legalities of slander and libel Post to a wiki and/or blog</p>
<p>Peer tutor</p>	<p>Volunteer as writing tutor</p>
<p>Twelfth Grade Benchmarks</p>	<p>Meet or Exceed Standards on Twelfth Grade Post Test</p>

<p>BHS Academic Integrity Improvement Plan</p>	
<p>Rationale</p>	
<p>BHS Community of Stakeholders Changed and changing Information Environment Ownership in problem and solutions Information Literacy integration and consistency across BHS curriculum</p>	<p>Create inclusive working committee Create one, clear, consistent imperative regarding plagiarism Make a commitment to address plagiarism through instruction Follow Best Practice regarding anti-plagiarism instruction Encourage students to see themselves as part of the academic community Prepare BHS students to meet widely accepted 21st Century Academic Standards regarding ethical use of information</p>

BHS Professional Development	Design Plagiarism-Prevention Assignment Structure All staff include AHC and citations in assignments Use School-Wide rubrics All staff use consistent plagiarism vocabulary
Extend plan to include BMS	Create age appropriate base for academic honesty improvement plan