

## Publishing Criteria for Learning Experience Collection

All Learning Experiences

Lessons and LibraryQuests

LibraryQuests Only

Overview	
<p><b>Title</b> Helps other educators anticipate the content and the learning process involved in the Learning Experience.</p> <p><b>Example:</b> <a href="#">"Sort-It-Out": Native North Americans and their Cultures</a></p>	<p>To be published in the Learning Experience Collection, the <b>Title</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Is a concise name.</li> <li>• Includes key words or concepts addressed in the Learning Experience.</li> </ul>
<p><b>Subject/Sub-Subject</b> Refers to the disciplinary or curriculum area. Is often a curriculum strand or focus within a curriculum area.</p> <p><b>Example:</b> Social Studies/U.S. History, Library/Research</p>	<p>To be published in the Learning Experience Collection, the <b>Subject/Sub-Subject</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Describes the subject/sub-subject where the content of the Learning Experience is often taught.</li> </ul>
<p><b>Grade Range &amp; Grade Used</b> Offers a suggested age range for participants.</p> <p><b>Example:</b> Grade Range: 6-8 Used with: 6</p>	<p>To be published in the Learning Experience Collection, the <b>Grade Range &amp; Grade Used</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Describes a grade range appropriate for the complexity of the Learning Experience.</li> </ul>
<p><b>Summary</b> Describes the Learning Experience in a few sentences.</p> <p><b>Example:</b> Students explore and analyze primary source images of Native North Americans by sorting images and creating a photo journal. The photo journal will include a front cover, dedication, title page, tables of contents, captions for each photograph, an index, and back cover.</p>	<p>To be published in the Learning Experience Collection, the <b>Summary</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• is brief.</li> <li>• is accurate.</li> </ul>
<p><b>Understanding Goal</b> Articulates, in language used with students, an essential big idea of the subject that is central to the Learning Experience.</p> <p><b>Examples:</b> Primary sources provide a glimpse into everyday life in the past.  Geography and climate affected how people meet their basic needs.</p>	<p>To be published in the Learning Experience Collection, the <b>Understanding Goal</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses appropriate language expressed with students.</li> <li>• Articulates an essential big idea of the subject.</li> <li>• Connects to the content of the Learning Experience.</li> <li>• Is specifically articulated in the Teacher Actions.</li> </ul>

<p><b>Investigative Question</b> Guides the exploration of a topic on key concepts related to the broader Understanding Goal.</p> <p><b>Example:</b> How can primary sources tell us about how geography may affect a group's ability to meet its basic needs?</p>	<p>To be published in the Learning Experience Collection, the <b>Investigative Question</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Addresses key concepts for topic.</li> <li>• Moves student toward thinking about the Understanding Goal.</li> <li>• Is answered through participation in the Learning Experience.</li> <li>• Is specifically articulated in the Teacher Actions.</li> </ul>
<p><b>Purpose of Library Items</b> Describes why the Library items were chosen and the significance to the topic under study.</p> <p><b>Example:</b> The primary sources help students revisit and, in some cases, build background knowledge on Native North Americans.</p>	<p>To be published in the Learning Experience Collection, the <b>Purpose of Library Items</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Describes the need for the Library items.</li> <li>• Describes how Library items added depth and/or dimension to the topic under study.</li> </ul>
<p><b>Library of Congress Items</b> Provides the impetus for the instruction and learning. The following links can help in locating useful Library Items:</p> <ul style="list-style-type: none"> <li>• <a href="#">Information Literacy Bulletin</a></li> <li>• <a href="#">Search Guide to Primary Sources in Context</a></li> <li>• <a href="#">Building a Library of Congress Search Plan</a></li> <li>• <a href="#">Learning American Memory Collections</a></li> <li>• <a href="#">Learning Prints &amp; Photographs Collections</a></li> <li>• <a href="#">Browsing items at PrimarySourceLearning.org</a></li> </ul> <p><b>Example:</b> <a href="#">"Sort-It-Out": Native North Americans and their Cultures Organizational Page</a></p>	<p>To be published in the Learning Experience Collection, the <b>Library of Congress Items</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Are integral parts of the Learning Experience.</li> <li>• Are historically accurate in relation to the topic under study.</li> <li>• Are properly cited/referenced.</li> </ul>
<p><b>Materials</b> Are resources beyond the Library of Congress that are necessary to implement this Learning Experience, such as primary source analysis tools, handouts, rubrics, PowerPoints, supplies, books, and other Web site URLs that are referenced in the Description of Teacher Actions.</p> <p><b>Examples:</b> Files: <a href="#">photo journal book rubric.doc</a> URLs: <a href="#">LibrarySparks</a> Books: Bial, R. (2000) The Cheyenne New York: Benchmark Books</p>	<p>To be published in the Learning Experience Collection, the <b>Materials</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Is referenced in the Description of Teacher Actions.</li> <li>• Obeys copyright laws.</li> <li>• Cites/references all sources used in each material.</li> <li>• Supports students in using Library Items to further learning.</li> </ul>

## Planning

### Unit of Study

Describes the title for the larger topic of which this Learning Experience is a part.

**Example:**

Native North American Cultures

To be published in the Learning Experience Collection, the **Unit of Study** must meet the following criteria:

- Addresses a major theme within the subject.
- Is clear, concise and accurate.

### Unit Sequence

Describes where this Learning Experience is taught within the unit.

**Example:**

This lesson could be used as a culminating project once students had finished studying early American Indian cultures or as a review activity. Students should have background knowledge on Native North American Cultures and some experience with exploring and analyzing primary sources.

To be published in the Learning Experience Collection, the **Curriculum Placement** must meet the following criteria:

- Indicates where this Learning Experience occurs in the unit.
- Is clear, concise and accurate.

### Time Frame

Indicates the required class periods to prepare, implement, and complete the Learning Experience.

**Example:**

Two consecutive 45 minute class periods.

To be published in the Learning Experience Collection, the **Time Frame** must meet the following criteria:

- Indicates time frames that are reasonable for the activities described.
- Describes the distribution of class periods.

## Learners

### Audience

Specifies the group of learners.

**Example:**

English Language Learners

To be published in the Learning Experience Collection, the **Audience** must meet the following criteria:

- Indicates a description of Learners.

### Profile

Describes the group size, strengths, needs, and abilities of the Learners.

**Example:**

A class of 23 sixth grade students with a wide range of abilities.

To be published in the Learning Experience Collection, the **Profile** must meet the following criteria:

- Indicates needs of learners addressed in Teacher Actions.
- Indicates group size.

<p><b>Required Vocabulary</b> Lists the terms and concepts that students require a working knowledge of to complete this Learning Experience.</p> <p><b>Example:</b> Inuit, Kwakiutl, Sioux, Great Plains, Pueblo, Iroquois, Eastern Woodland, First Americans</p>	<p>To be published in the Learning Experience Collection, the <b>Required Vocabulary</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Includes significant vocabulary related to the content of the Learning Experience.</li> <li>• Provides vocabulary specific to the needs identified in the Learners description.</li> </ul>
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<p><b>Prior Content Knowledge</b> Describes the content knowledge pre-requisite to this Learning Experience.</p> <p><b>Example:</b> Students will need to know: Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</p>	<p>To be published in the Learning Experience Collection, the <b>Prior Content Knowledge</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Lists specific knowledge needed to understand the content of this Learning Experience.</li> <li>• Identifies student skills such as reading level, ability to work independently, or familiarity with the instructional process required to complete the Learning Experience.</li> </ul>
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<p><b>Technology Skills</b> Describes the technology skills required by students and/or teachers to implement this Learning Experience.</p> <p><b>Example:</b> Students must be able to create a six-slide PowerPoint presentation using text boxes and inserting images.</p>	<p>To be published in the Learning Experience Collection, the <b>Technology Skills</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Lists specific software applications needed to complete the Learning Experience.</li> <li>• Lists specific technology skills required to complete the Learning Experience.</li> </ul>
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<b>Standards</b>
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<p><b>Standards</b> Defines the knowledge, concepts, and skills in the established curriculum taught through this Learning Experience.</p> <p><b>Example:</b> Virginia 6th grade Social Studies standards: U.S. History I USI.1 The student will develop skills for historical and geographical analysis, including the ability to a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;d) interpret ideas and events from different historical perspectives.</p>	<p>To be published in the Learning Experience Collection, the <b>Standards</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Aligns significantly to the content provided in the Learning Experience.</li> <li>• Provides an opportunity for students to demonstrate achievement of the standard.</li> <li>• Note: standards will be identified by Edgate Correlation Service.</li> </ul>
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<b>Actions</b>	
<p><b>Description of Teacher Actions</b> Is a numbered list of teacher actions describing in clear and concise language how to implement the Learning Experience and how students use Library Items to answer the Investigative Question and make connections to the Understanding Goal.</p> <p><b>Example:</b> 1. Show the Power Point presentation "Zoom-In Inquiry of a Primary Source." This uses one of the images to be sorted in Step #4. 2. Review the definition of primary sources.</p>	<p>To be published in the Learning Experience Collection, the <b>Description of Teacher Actions</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Describes repeatable actions.</li> <li>• Is a numbered list focusing on teacher actions and beginning with verbs.</li> <li>• Describes how Library Items are used to direct learning towards the Understanding Goal and Investigative Question.</li> <li>• Indicates when the Investigative Question and Understanding Goal were explicitly shared with students.</li> <li>• Indicates resources required to complete the lesson.</li> <li>• Identifies each Best Instructional Practice used in the Teacher Actions.</li> </ul>
<b>Analysis</b>	
<p><b>Date Implemented</b> Indicates a date students experienced the activity.</p> <p><b>Example:</b> May 5, 2006</p>	<p>To be published in the Learning Experience Collection, the <b>Date Implemented</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Provides a date when the Learning Experience was used with students.</li> </ul>
<p><b>Student Work Samples</b> Offers samples of student work to provide insight into student learning achieved through this Learning Experience.</p>	<p>To be published in the Learning Experience Collection, the <b>Student Work Samples</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Provides samples of student work.</li> <li>• Refers to the students work in the Analysis and/or Reflection and Recommendations section.</li> </ul>
<p><b>Analysis of Student Learning</b> Communicates the rationale for Teacher Actions and gives one or more examples to show how well students progressed toward the Understanding Goal through the use of Library Items.</p> <p><b>Example:</b> What was remarkable to me was how effective the images were in captivating the students. All students were drawn in by the Zoom-In Inquiry. I wasn't sure if students would need to see the entire picture before they could figure out who was in the picture and what was happening. I was surprised after the third zoom-in when a student correctly named the Native Americans as Kwakiutls. The class had to see more of the picture before they figured out it was a picture of a wedding party.</p>	<p>To be published in the Learning Experience Collection, the <b>Analysis of Student Learning</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Is specific.</li> <li>• Indicates something students learned that is related to the Understanding Goal and use of Library Items.</li> <li>• Describes what students learned.</li> <li>• Explains Teacher Actions in the Learning Experience.</li> </ul>

### **Best Instructional Practices**

Describes the use of Best Instructional Practices giving specific examples. Best Instructional Practices are effective teaching methods supported by research on improving student achievement. For more information [click here](#).

#### **Examples:**

The sorting activity allowed students to see for themselves and the teacher to observe how students connected what they knew about Native Cultures to the details in the images. The students knew the Understanding Goal for the lesson and worked to create sorts that related to the goal. When students had to explain their sorting categories and point to evidence in the image that supported their ideas they confirmed and revealed their understanding of the content.  
(Teaching for Understanding)

The final sort used for the photo journal was chosen by the students or differentiated by interest. The groups for sorting the pictures were organized by student readiness level with the topic of Native North American Cultures.  
(Differentiated Instruction)

To be published in the Learning Experience Collection, the **Best Instructional Practices** must meet the following criteria:

- Describes how and why the Best Instructional Practice was used in the Learning Experience.
- Identifies steps in the Teacher Actions where Best Instructional Practices are used as defined in the Primary Source Learning Handbook.

## **Reflections**

### **Evaluation and Recommendations**

Offers an opportunity for the teacher to think critically about this Learning Experience, evaluating the success, and suggesting changes for improvement. Explains the results of using Library Items, Best Instructional Practices, and needed classroom management.

#### **Examples:**

It was clear that the students enjoyed sorting out the pictures and explaining why they sorted the pictures the way they did. There was a wonderful "buzz" in the library as the students discussed, lobbied, agreed/disagreed. They were all on task! And, they were talking about Native North Americans and not about what happened during recess. The pictures captivated them!

One change I am making is to include another category on the rubric, "Writing," and to identify the number and complexity of the sentences needed for the book. I am then changing the existing category of "Writing - Grammar" to just "Grammar".

To be published in the Learning Experience Collection, the **Evaluation and Recommendations** must meet the following criteria:

- Demonstrates critical thinking and teaching by explaining what could be done to improve, change, or build upon this Learning Experience and/or articulating how this Learning Experience met the specific strengths and needs of the students.
- Offers suggestions for future implementations.
- Explains the results of Library item use, Best Instructional Practices and needed classroom management.

<p><b>Extensions</b> Offers possible extensions of the Learning Experience content or student activities.</p> <p><b>Examples:</b> Students could create a Living Museum of Native American cultures.</p> <p>Students could search PPOC to look for additional images to add to the sort-it-out activity.</p> <p>Students could further research Native North American cultures using online databases.</p>	<p>To be published in the Learning Experience Collection, the <b>Extensions</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Provides extensions of the content or student activities that further student achievement of the learning goals.</li> <li>• Suggests extensions reasonable for the Learner description.</li> </ul>
<p><b>LibraryQuest Student Pages</b></p>	
<p><b>Title Page</b> Motivates the reader using key words, concepts and Library of Congress images related to the Learning Experience.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses a Library of Congress image that is central to the content of the LibraryQuest.</li> </ul>
<p><b>Introduction Page</b> Engages student readers through a short paragraph describing the LibraryQuest scenario. The Introduction Page includes a short primary source activity to help students recognize their current understanding, knowledge, and skills related to the learning goals of the LibraryQuest. The Introduction Page is like the hook or warm-up in the classroom.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses appropriate language expressed with students</li> <li>• Connects the LibraryQuest scenario to the Understanding Goal and Investigative Question.</li> <li>• Is concise, descriptive, and engaging to the reader.</li> <li>• Requires students to make a connection to the topic being explored through a primary source-based short activity.</li> <li>• Addresses needs explained in the Learners field.</li> <li>• Uses a Library of Congress primary source.</li> </ul>
<p><b>Task Page (Formal Assessment)</b> Describes clearly, in language written for the students, the assignment that students will complete as an end result of this Learning Experience. This Formal Assessment will enable the teacher and students to recognize student growth toward the understanding, knowledge, and skill goals through a product or performance required in a real-world scenario. Specifies required software or materials.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses appropriate language expressed with students.</li> <li>• Describes the scenario with clarity.</li> <li>• Identifies the roles students will play.</li> <li>• Establishes a clear expectation of the final student product or performance.</li> <li>• Identifies a product of performance that is appropriate for the scenario.</li> </ul>

<p><b>Assessment Page</b>  Shares criteria with students. Final assessment includes a rubric with specific performance criteria written in language expressed with students.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses appropriate language expressed with students.</li> <li>• Requires a student product or performance that demonstrates achievement toward goals.</li> <li>• Provides learners with specific criteria for evaluation.</li> <li>• Motivates students to apply knowledge and use skills to create a meaningful product.</li> <li>• Provides clear expectations and requirements of quality, content and synthesis of concepts related to the content.</li> </ul>
<p><b>Investigation Page</b>  Uses a numbered list beginning with verbs, to provide students with step by step instructions, in language expressed with students, for each activity required to accomplish the Task. Include links to needed documents (graphic organizers, analysis tools, reading guides) and web resources as well as Library of Congress primary sources used for research. Identify steps where students report progress and receive feedback.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Uses appropriate language expressed with students.</li> <li>• Is a numbered list of student actions beginning with verbs.</li> <li>• Lists clear, concise, and logically sequenced steps.</li> <li>• Provides accurate required links and documents.</li> <li>• Supports reading, analyzing, and interpreting primary source(s) including context and purpose.</li> <li>• Includes discussion of relationship between the source and the subject under study.</li> <li>• Includes comparisons among primary sources or other resources to consider multiple perspectives and validity.</li> <li>• Focuses the research through primary sources related to the Investigative Question.</li> <li>• Displays directions and links in a visually organized, user-friendly manner.</li> </ul>
<p><b>Connection Page</b>  Provides a prompt for students to answer the Investigative Question and connect their learning to the Understanding Goal. Offers a concluding statement. Encourages further reflection and research.</p>	<p>To be published in the Learning Experience Collection, the <b>Evaluation and Recommendations</b> must meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Provides a prompt leading students to answer the Investigative Question and address the Understanding Goal.</li> <li>• Uses appropriate language expressed with students.</li> <li>• Displays information in a visually organized, user-friendly manner.</li> </ul>