



Bristol Public Schools
Office of Teaching & Learning

Department	Library Media
Department Philosophy	The school library media programs of Bristol Public Schools facilitate opportunities for students and faculty to become lifelong learners who thrive in complex learning environments. Through instructional strategies designed to infuse inquiry and technology as tools for learning, students will develop skills to interpret and develop new understandings, seek diverse perspectives, create new knowledge, and grow as ethical, digital citizens. Through equitable access to reading and information resources, the library media programs promote lifelong reading in a safe environment conducive to learning.
Grade Level	3
Department Goals	<ul style="list-style-type: none"> • Design and facilitate authentic learning opportunities aligned to curriculum standards emphasizing multiple literacies (including digital, visual, textual, and technological) as crucial skills in a global society • Provide equitable physical and virtual access to resources and contemporary tools required to facilitate lifelong learning • Design and facilitate learning experiences that model critical thinking, critical consumption of information, and creation of knowledge in a collaborative environment • Act as leaders, instructional partners and information specialists to engage and empower faculty to meet the diverse needs of students (diversity of experiences, opinions, social and cultural perspectives) • Promote professional learning of faculty to implement an evolving school culture of information access, use, evaluation, and social interaction • Facilitate growth and transformation of the library media program to provide rigorous and relevant access for all users as an innovative center of learning • Model and facilitate ethical use of information in a global society
Standards utilized to develop and implement this curriculum	<ul style="list-style-type: none"> • International Society for Technology in Education (ISTE) • CT Core Standards (CCCS) • American Association of School Librarians (AASL)

District Learning Expectations and Standards	UNIT 1 DIGITAL CITIZENSHIP	UNIT 2 INQUIRY (RESEARCH)	UNIT 3 GROWTH (CURIOSITY AND DISCOVERY)	UNIT 4 SHOW (PRESENTATION OF INFORMATION)
CT Core Standards				
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.			P	
RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		P		
RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		P		
RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.			P	
W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.				P
W7 Conduct short research projects that build knowledge about a topic.		P	P	
W8 Recall information from experiences or gather information from print and digital sources; take	P	P		

brief notes on sources and sort evidence into provided categories.				
<p>SL1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>				P
<p>SL2</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		P		
<p>SL5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>				S

American Association of School Librarian Standards (AASL)				
Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.				
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.		S	P	
I.B.1 Think Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.		S		
I.B.3 Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.				P
I.C.2-3 Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 2. Providing constructive feedback. 3. Acting on feedback to improve.				S
I.D.1-4 Grow Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections.			P	

<p>4. Using reflection to guide informed decisions.</p> <p><i>ISTE:</i></p> <p><i>1a- Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning.</i></p> <p><i>4a- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</i></p> <p><i>1c- Students use technology to seek feedback that informs and improves their practice t=and to demonstrate their learning in a variety of ways.</i></p> <p><i>3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i></p>				
Include				
<p>II.A.2 Think</p> <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <p>Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>ISTE: not applicable</p>		S		
Collaborate				
Work effectively with others to broaden perspectives and work toward common goals				
<p>III.B.1 Share</p> <p>Learners participate in personal, social, and</p>				P

intellectual networks by: 1. Using a variety of communication tools and resources.				
III.D. 1 Grow Actively contributing to group discussions ISTE: <i>1c- Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways</i> <i>6a- Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</i> <i>7b- Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</i> <i>1b- Students build networks and customize their learning environments in ways that support the learning process.</i> <i>7c- Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</i>				S
CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
IV.A.1-3 Think Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information		P		

sources to use.				
<p>IV.B.1-4 Create</p> <p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. <p><i>ISTE:</i></p> <p><i>3c- Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</i></p> <p><i>6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</i></p> <p><i>6b- Students create original works or responsibly repurpose or remix digital resources into new creations</i></p> <p><i>6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</i></p> <p><i>6d- Students publish or present content that customizes the message and medium for their intended audiences.</i></p>		S		
<p>EXPLORE</p> <p>Discover and innovate in a growth mindset developed through experience and reflection.</p>				

<p>V.A.1 Think</p> <p>Learners develop and satisfy personal curiosity by:</p> <p>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>			P	
<p>V.C.1 Share</p> <p>Learners engage with the learning community by:</p> <p>1. Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p><i>ISTE:</i></p> <p><i>3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i></p> <p><i>6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations</i></p> <p><i>7b- Students use collaborative technologies to work with others, including peers experts or community members to examine issues and problems from multiple viewpoints.</i></p> <p><i>7c- Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</i></p> <p><i>7d- Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</i></p>			S	
ENGAGE				

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.				
<p>V1.A.1-3 Think</p> <p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. 	P	P		
<p>VI.B.1-2 Create</p> <p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 	P	P		
<p>VI.C.1-2 Share</p> <p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. <p><i>ISTE:</i></p> <p><i>2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p>	P			P

6d- Students publish or present content that that customizes the message and medium for their intended audience				
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P indicates standard will be a priority for the unit; S indicates a supporting standard

Module 1 Digital Citizenship
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I document what I learn about a topic by taking notes? 2. How can I sort evidence into provided categories? 3. How do I use the Internet safely?

UNWRAPPED STANDARDS					
Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
V1.A.1-3 Engage: Think	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.		Content Knowledge		Accuracy Ethical Legal Media Evaluate
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.B.1-2 Engage: Create	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.		Content Knowledge		Valid Credit Plagiarism
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.C.1 Engage: Share	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies.		Content Knowledge		Copyright
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 1 ESSENTIAL QUESTIONS

1. How can I document what I learn about a topic by taking notes?
2. How can I sort evidence into provided categories?
3. How do I use the Internet safely?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
V1.A.1 -3	Understand ethical and legal guidelines for technology use and apply this understanding to their learning.	X	Selected Response		Reading		Writing		Math	X	Tech.	Internet Safety (can use any applicable Common Sense Media lesson with provided Google Form assessments)
			Constructed Response	ISTE <i>2a- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</i> <i>2b- Engage in positive, safe, legal and ethical behavior when using technology including social interactions online or when using networked devices</i>								
			Performance									
		X	Observation									
VI.B.1- 2	Use and reproduce others’ work respectfully by giving credit to authors.		Selected Response		Reading	X	Writing		Math	X	Tech.	Note-Taking
		X	Constructed Response	W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories								Give credit using author’s name or web site/article title
			Performance									
			Observation									
VI.C.1- 2	Share information resources in accordance with modification, reuse, and remix policies.		Selected Response		Reading		Writing		Math	X	Tech.	Copyright/Protecting our work
			Constructed Response	ISTE: <i>2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</i>								
			Performance									
		X	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>School Google accounts are not visible to teachers and are okay for personal use</p> <p>Cyberbullying from home can't get someone into trouble</p> <p>Note-taking means copying the text word for word.</p>	<p>Meaning of ethical and legal; Digital Citizen</p>	<p>VI.B.1. Ethically using and reproducing others' work.</p> <p>Students will read and take notes on a short selection independently.</p>	<p>Navigate through scenarios (either paper or computer) requiring good choices as a digital citizen</p>

RESOURCES
<p>Common Sense Media -</p> <p>TEACH LESSONS: New Curriculum- Rings of Responsibility, Password Power-Up, This Is Me, Our Digital Citizenship Pledge and The Power of Words</p> <p>Old Curriculum Gr. 3-5 Unit 1- 2 - PRIVATE AND PERSONAL INFORMATION</p> <p>How can you protect yourself from online identity theft? and Unit 3 - THE POWER OF WORDS</p> <p>What should you do when someone uses mean or scary language on the Internet?</p>

Module 2 Inquiry (Research)

Essential Questions

1. How do I use text features and search tools to locate information relevant to a given topic efficiently?
2. How do I conduct a short research project to build knowledge about a topic?
3. How can I document what I learn about a topic by taking notes?
4. How can I sort evidence into provided categories?
5. How do I determine main ideas and supporting details from texts read, heard or presented?

UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
IV.A.1-3 Curate: Think	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.		Content Knowledge	Database	Evaluate Source Database
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.A.1-3 Engage: Think	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.		Content Knowledge		Ethical Legal Technology Media Accurate Valid
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
		X	Learning Behavior		
VI.B.1-2	Learners use valid information and		Content Knowledge		Plagiarism

Engage: Create	reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Citation Cite the Source
			Physical Skill		
			Product development		
			Learning Behavior		

MODULE 2 ESSENTIAL QUESTIONS	
1. How do I use text features and search tools to locate information relevant to a given topic efficiently? 2. How do I conduct a short research project to build knowledge about a topic? 3. How can I document what I learn about a topic by taking notes? 4. How can I sort evidence into provided categories? 5. How do I determine main ideas and supporting details from texts read, heard or presented?	

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences	
IV.A.1 -3	Develop a research topic/question and thoughtfully select sources to address the topic.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	Review/reinforce Super 3 research model Databases Website Evaluation- Use strong Key words to start your search	
			Constructed Response	W7 Conduct short research projects that build knowledge about a topic. <i>3c- Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</i>									
		X	Performance										
		X	Observation										
VI.A.1	Understand ethical and legal		Selected Response		Reading		Writing		Math	X	Tech.	Write main idea with supporting	

-3	guidelines for technology use and apply this understanding to their learning.	X	Constructed Response	SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.							details	
			Performance									
		X	Observation									
VI.B.1-2	Use and reproduce others' work respectfully by giving credit to authors.		Selected Response		Reading		Writing		Math	X	Tech.	Take organized notes
			Constructed Response	W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.								
		X	Performance									
		X	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Copy and paste a URL is proper way to give credit.</p> <p>It's okay to take notes by copying word for word.</p>	<p>Parts of nonfiction text; reading/writing non-fiction</p> <p>Research is a process</p>	<p>VI.A.3 Making critical choices about information sources to use.</p> <p>Students can defend their own choice of a source to address a topic.</p>	<p>Students can choose strong keywords to start a search.</p> <p>Students can take brief notes and/or say what should be a note.</p>

RESOURCES
<p>Common Sense Media, New Curriculum- Is Seeing Believing? Why do people alter videos and pictures.</p> <p>Old Curriculum Gr. 3-5 Unit 1 4 - THE KEY TO KEYWORDS</p> <p>Which keywords will give you the best search results?5 - WHOSE IS IT, ANYWAY? How can you show respect for other people's work?</p>

Module 3 Growth (Curiosity, Discovery)

Essential Questions:

1. How do I make decisions in what to explore to fulfill a curiosity?
2. How can I grow as a reader by reading widely and deeply in multiple formats?

UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: Think	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.		Content Knowledge		Curiosity Background knowledge Inquire
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
I.D.1-4 Inquire: Grow	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.		Content Knowledge		Inquiry Real-world Connection Reflection
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.A.1 Explore: Think	V.A.1-3 Think Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in		Content Knowledge		Genre
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		

	multiple formats and write and create for a variety of purposes.	X	Learning Behavior		
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MODULE 3 ESSENTIAL QUESTIONS					
1. How do I make decisions in what to explore to fulfill a curiosity?					
2. How can I grow as a reader by reading widely and deeply in multiple formats?					

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
I.A.1-2	Use prior knowledge as a foundation to drive deeper inquiry into a topic of interest or a curricular topic.		Selected Response	X	Reading		Writing		Math	X	Tech.	Use Destiny to find materials on any topic of interest; do a Destiny scavenger hunt
			Constructed Response	<i>1a- Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning.</i>								
		X	Performance									
		X	Observation									
I.D.1-4	Use strategies to engage in ongoing inquiry.		Selected Response	X	Reading		Writing		Math	X	Tech.	Book tasting Search a topic of interest
			Constructed Response	<i>3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>								
			Performance									
		X	Observation									
V.A.1	Read a variety of books and write for different purposes.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	G Suite for book reviews and/or reading journal Opportunities to self-select and read a variety of books, texts
			Constructed Response	RL10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. RI10-By the end of the year, read and								
			Performance									
		X	Observation									

				comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <i>ISTE 3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>	
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
I am only interested in one type of book.	Inquiry (idea of deeply questioning/exploring an idea/topic) Library Organization (awareness)	Learners participate in an ongoing inquiry-based process by: Enacting new understanding through real-world connections. Students will read companion texts on similar topics to build understanding and deepen connections.	Exploring and making personal decisions about text/materials they are interested in

RESOURCES

Book Tasting (all genre)
Destiny
Variety of reading materials (library access)
G Suite

Module 4 Show (Presentation of Information)

Essential Questions:

1. How do I interact with others to discuss third grade topics?
2. How do I use technology to create a product?

UNWRAPPED STANDARDS

Competency/Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.B.3 Inquire: Create	Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.		Content Knowledge		Process Product
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
			Learning Behavior		
III.B.1 Collaborate: Create	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.		Content Knowledge		Feedback
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.C.1-2 Engage: Share	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.		Content Knowledge		Audience Community
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 4 ESSENTIAL QUESTIONS

1. How do I interact with others to discuss third grade topics?
2. How do I use technology to create a product?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
I.B.3	Create a product that showcases learning.		Selected Response		Reading	X	Writing		Math	X	Tech.	Google Slide Presentation (simple 2-3 slide)
			Constructed Response	ISTE 4a- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.								
		X	Performance									
			Observation									
III.B.1	Use a variety of communication tools to participate in networking.		Selected Response		Reading		Writing		Math	X	Tech.	Allow students to share their work (using Google Share) or in groups to discuss products
			Constructed Response	W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ISTE 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.								
			Performance									
		X	Observation									
VI.C.1-2	Students ethically and legally share new information through best means for the intended audience.		Selected Response		Reading	X	Writing		Math	X	Tech.	Create an organized list of where information was found
		X	Constructed Response	ISTE 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6d. Students publish or present content that customizes the message and medium for their intended audience.								
			Performance									
		X	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OR EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
The teacher is the only audience of finished work.	<p>Google Slides (as a way to share information)</p> <p>Working cooperatively in a group</p>	<p>VI.C.1 Learners responsibly, ethically, and legally share new information with a global community by:</p> <p>1. Sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>Students will provide a list of sources.</p>	Students will create Google Slides to showcase their learning.

RESOURCES
<p>G Suite</p> <p>Other acceptable means of showing learning (video, recordings)</p>