

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	6
Department Goals	 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	International Society for Technology in Education (ISTE)
develop and implement	CT Core Standards (CCSS)
this curriculum	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				
RI 6.2		Р		Р
Determine a central idea of a text and how it is				
conveyed through particular details; provide a				
summary of the text distinct from personal				
opinions or judgments.				
W 6.6				Р
Use technology, including the Internet, to				
produce and publish writing as well as to				
interact and collaborate with others.				
W 6.7		Р	Р	
Conduct short research projects to answer a				
question, drawing on several sources and				
refocusing the inquiry when appropriate.				
W 6.8	Р	Р		
Gather relevant information from multiple				
print and digital sources; assess the credibility				
of each source; and quote or paraphrase the				
data and conclusions of others while avoiding				
plagiarism and providing basic bibliographic				
information for sources.				
W 6.9		Р		
Draw evidence from informational texts to				
support analysis, reflection, and research.				
SL 6.2		Р		Р
Interpret information presented in diverse				
media and formats (e.g., visually,				
quantitatively, orally) and explain how it				
contributes to a topic, text, or issue under				
study.				
American Association of School Librarian Stand	ards (AASL)			

Inquire	allu idaatifuina ayahlara			_
Build new knowledge by inquiring, thinking critic Build new knowledge by inquiring, thinking critically, identifying problems, and developing	any, identifying problem	P	P	
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.				
ISTE				
3. Knowledge Constructor				
<i>3a. Students plan and employ effective</i>				
research strategies to locate information and				
other resources for their intellectual or create				
pursuits.				
<i>3b. Students evaluate the accuracy,</i>				
perspective, credibility and relevance of				
information, media, data or other resources.				
<i>3c. Students curate information from digital resources using a variety of tools and methods</i>				
to create collections of artifacts that				
demonstrate meaningful connections or				
conclusions				
I.B.1 Create		Р		
Learners engage with new knowledge by				
following a process that includes:				
1. Using evidence to investigate questions.				
ISTE				
4. Innovative Designer				
4a. Students select and use digital tools to plan				
and manage a design process that considers				
design constraints and calculated risks.				

I.B.3 Create			Р
Learners engage with new knowledge by			
following a process that includes:			
3. Generating products that illustrate learning.			
ISTE			
4. Innovative Designer			
4a. Students select and use digital tools to plan			
and manage a design process that considers			
design constraints and calculated risks.			
I.C.2-3 Share		S	
Learners adapt, communicate and exchange			
learning products with others in a cycle that			
includes:			
2. Providing constructive feedback			
3. Acting on feedback to improve			
ISTE			
1. Empowered Learner			
1c. Students use technology to seek feedback			
that informs and improves their practice and			
to demonstrate their learning in a variety of			
ways.			
I.D.1-4 Grow		Р	
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.			
ISTE			
3. Knowledge Constructor			
3d. Students build knowledge by actively			
exploring real-world issues and problems,			

developing ideas and theories and pursuing				
answers and solutions.				
Include				
Demonstrate an understanding of and commitm	ent to inclusiveness and	respect for diversity in t	he learning community.	
II.A.2 Think			P ,	
Learners contribute a balanced perspective				
when participating in a learning community				
by:				
2. Adopting a discerning stance toward points				
of view and opinions expressed in information				
resources and learning products.				
ISTE				
N/A				
Collaborate				
Work effectively with others to broaden perspec	tives and work toward c	common goals		
III.B.1 Create	Р			Р
Learners participate in personal, social, and				
intellectual networks by:				
1. Using a variety of communication tools and				
resources.				
ISTE				
6. Creative Communicator				
6a. Students chose the appropriate platforms				
and tools for meeting the desired objectives of				
their creation or communication.				
7. Global Collaborator				
7b. Students use collaborative technologies to				
work with others, including peers, experts or				
community members, to examine issues and				
problems from multiple viewpoints.				
CURATE				
Make meaning for oneself and others by collecti	ng, organizing, and shari	ng resources of persona	l relevance.	
IV.A.1-3 Think		Р		

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.				
ISTE				
3. Knowledge Constructor				
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.				
IV.B.1-4 Create		Р		
Learners gather information appropriate to				
the task by:				
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.				
ISTE				
6. Creative Communicator				
6a. Students choose the appropriate platforms				
and tools for meeting the desired objectives of				
their creation or communication				
EXPLORE				
Discover and innovate in a growth mindset deve	loped through experience	e and reflection.		
V.A.1, 3 Think		Р	Р	
Learners develop and satisfy personal curiosity				
by:				
1. Reading widely and deeply in multiple				

formats and write and create for a variety of purposes.Image: Constraint of the second secon
3. Engaging in inquiry-based processes for personal growth. ISTE 6. Creative Communicator 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. ISTE 7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
personal growth.ISTE6. Creative Communicator6c. Students communicate complex ideasclearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.V.C.1 ShareSV.C.1 ShareSLearners engage with the learning community by:1. Expressing curiosity about a topic of personal interest or curricular relevance.ISTE7. Global Communicator7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
ISTE 6. Creative Communicator 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. ISTE 7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
6. Creative Communicator6. Creative Communicate complex ideas16c. Students communicate complex ideas1clearly and effectively by creating or using a1variety of digital objects such as visualizations, models or simulations.1V.C.1 ShareSLearners engage with the learning community by:S1. Expressing curiosity about a topic of personal interest or curricular relevance. ISTE17. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.1
6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.Image: Clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.SSV.C.1 ShareSSSLearners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. ISTE 7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.SS
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ISTE ISTE 7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work 7d. Students explore local and global issues with others to investigate solutions. 7d. Students explore local and global issues
7d. Students explore local and global issues
and use collaborative technologies to work with others to investigate solutions.
with others to investigate solutions.
ENCAGE
Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and
an interconnected world.
VI.A.1-3 Think P P
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.
ISTE

2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using			
and sharing intellectual property VI.B.1-2 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.	Р		Р
 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. <i>ISTE</i> 2. Digital Citizen 			
<i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</i>			
 VI.C.1-2 Share Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance 	Ρ		Р
 with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. <i>ISTE</i> 2. Digital Citizen 			
 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6. Creative Communicator 6d. Students publish or present content that 			
customizes the message and medium for their			

intended audience.

P indicates standard will be a priority for the unit; S indicates a supporting standard

			Module 1 Digital Citiz	enship	
			1. What are the various types		
	2. +	low de	o we use different types of med		
			3. How do I acknowledge the		
		r	UNWRAPPED STANDA		
Competency/	/Standard	Туре	e of Competency/Standard	Concepts and Disciplinary- Specific Vocabulary	Academic Vocabulary
III.B.1	Learners participate in		Content Knowledge		Communication
Collaborate: Share	personal, social, and intellectual networks by:	V	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	1. Using a variety of		Physical Skill		
	communication tools and		Product development		
	resources.		Learning Behavior		
VI.A.1-3 Engage:	Learners follow ethical and legal guidelines for gathering	٧	Content Knowledge		Ethical/legal use Evaluate
Think	and using information by:	٧	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Validity
	1. Responsibly applying		Physical Skill		Print/digital sources
	information, technology, and media to learning.		Product development		
	 Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. 	V	Learning Behavior		
VI.B.1-2	Learners use valid information	٧	Content Knowledge	Intellectual property	Decision
Engage: Create	and reasoned conclusions to make ethical decisions in the	۷	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Authorship Respect
	creation of knowledge by:		Physical Skill		Quote
	1. Ethically using and		Product development		Paraphrase
	reproducing others' work. 2. Acknowledging authorship	٧	Learning Behavior		Plagiarism Citation

	and demonstrating respect for the intellectual property of others.			Works Cited
VI.C.1-2	Learners responsibly, ethically,		Content Knowledge	Modify
Engage: Share	and legally share new information with a global	٧	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Audience
•	community by:		Physical Skill	
	1. Sharing information		Product development	
	resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.	V	Learning Behavior	

MODULE 1 ESSENTIAL QUESTIONS
 What are the various types of digital media?
How do we use different types of media appropriately and safely?
How do I acknowledge the work of others?

AASL Standard #	Objective(s) The students will be able to:	Ass	Summative essment Strategy		Ado	litic	onal Stude	nt	Outcome	es		Common Learning Experiences
III.B.1	Use a variety of		Selected Response		Reading		Writing		Math		Tech.	Shared Google doc/slides
Create: Collaborate	communication tools and resources to work		Constructed Response		TE Creative	Corr	nmunicator		·			Digital Citizenship Activity
conaborate	effectively with others	V	Performance	60	a. Student	s ch	ose the app	orop	oriate plat	tfor	rms	
			Observation	th 7. 71	neir creatio . Global Co b. Student	on o ollat s us	eeting the c r communic oorator e collaborat rs, including	cati tive	ion. e technolo	ogie	es to	

				community members, to examine issues and problems from multiple viewpoints.
VI.A.1-3 Think: Engage	Understand the ethical use of and responsibly evaluate and apply	V	Selected Response Constructed Response	Reading Writing Math Tech. Assess the credibility of sources ISTE Digital Citizenship Activity 2. Digital Citizen
0.0	information, technology and media to learning		Performance Observation	<i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</i>
VI.B.1-2 Create: Engage	Acknowledge authorship and ethically use and reproduce others' work	V V	Selected Response Constructed Response Performance Observation	ReadingVWritingMathVTech.Generate works cited pageW 6.8Digital Citizenship ActivityQuote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.Digital Citizenship Activity2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual propertyDigital Citizen
VI.C.1-2 Share: Engage	Share information resources in accordance with modification, reuse, and remix policies	 √	Selected Response Constructed Response Performance Observation	ReadingWritingMathTech.Presentations: Book trailer, PSA,ISTEVirtual Museum, Electronic Poster,2. Digital Citizenetc.2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual propertyImages Creative Commons Digital Citizenship Activity6. Creative Communicator 6d. Students publish or present content that customizes the message and medium for their intended audiencePresentations: Book trailer, PSA, Virtual Museum, Electronic Poster, etc.

	ADDITIONAL	L CONSIDERATIONS	
COMMON	PRIOR KNOWLEDGE NEEDED TO	ADVANCED <mark>STANDARDS</mark> FOR	OPPORTUNITIES FOR STUDENT-
MISCONCEPTIONS	MASTER STANDARDS FOR THIS	STUDENTS WHO HAVE	DIRECTED LEARNING WITHIN
	UNIT	DEMONSTRATED PRIOR MASTERY	THE UNIT
		Or	
			1

		EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OF STANDARDS	
The URL constitutes a citation	Different ways that students communicate with others (email, text messages, social media, etc.)	III.B.1 Student-initiated use of a variety of communication tools and resources to work effectively with others (i.e. student contacting and working collaboratively with an author via social media to have that author work with the class).	Students will create a product (pamphlet, survey, etc.) promoting the use of or exploring the use of various communication tools to/by others.

Technology

RESOURCES

13 Final 4.2.19

Module 2 Inquiry (Research)

Essential questions:

1. How can I conduct research to answer a question?

2. How can I gather relevant information from print and digital sources?

3. How do I use basic bibliographic information avoid plagiarism?

4. How can I use evidence from a variety of grade appropriate texts to support analysis, reflection, and research?

			UNWRAPPED STAND	ARDS		
Compete	ncy/Standard	-	pe of petency/Standard	Concepts and Disciplinary- Specific Vocabulary	Academic Vocabulary	
I.A.1-2 Inquire: 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.	V V V	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product development Learning Behavior		Curiosity Initiative Question Recall Prior/Background knowledge	
I.B.1 Inquire: Create	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.	V	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product development Learning Behavior		Engage Evidence Investigate	
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. 	V V	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product development Learning Behavior		Determine Identify Sources Critical	
IV.B.1-4 Curate: Create	Learners gather information appropriate to the task by: 1. Seeking a variety of sources.	V V	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill	-	Seek Collect Assess	

	2. Collecting information representing		Product development	Validity
	diverse perspectives.		Learning Behavior	Accuracy
	3. Systematically questioning and			Priority
	assessing the validity and accuracy of			Торіс
	information.			Systematic
	4. Organizing information by priority,			Scheme
	topic, or other systematic scheme.			
V.C.1	Learners engage with the learning		Content Knowledge	Engage
Explore:	community by:		Skill (Problem-Solving, Writing,	Curiosity
Share	1. Expressing curiosity about a topic of		Speaking, Listening, Reasoning)	Relevance
	personal interest or curricular		Physical Skill	
	relevance.		Product development	
		٧	Learning Behavior	
VI.A.1-3	Learners follow ethical and legal		Content Knowledge	Ethical/legal
Engage:	guidelines for gathering and using	V	Skill (Problem-Solving, Writing,	Social/Cultural context
Think	information by:		Speaking, Listening, Reasoning)	
	1. Responsibly applying information,		Physical Skill	
	technology, and media to learning.		Product development	
	2. Understanding the ethical use of	٧	Learning Behavior	
	information, technology, and media.			
	3. Evaluating information for accuracy,			
	validity, social and cultural context,			
	and appropriateness for need.			

MODULE 2 ESSENTIAL QUESTIONS

Essential questions:

1. How can I conduct research to answer a question?

2. How can I gather relevant information from a variety of sources?

3. How do I use basic bibliographic information avoid plagiarism?

4. How can I use evidence from a variety of grade appropriate texts to support analysis, reflection, and research?

AASL Standard #	Objective(s) The students will be able to:	Ass	Summative essment Strategy	Additional Student Outcomes Common Learning Experiences
I.A 1-2 Inquire: Think	Display curiosity by formulating questions and recalling prior knowledge about a topic	V V	Selected Response Constructed Response Performance Observation	VReadingWritingMathTech.Questioning/engagement activityISTEBrainstorming3. Knowledge Constructor3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits
I.B.1 Inquire: Create	Use evidence to investigate questions	V V	Selected Response Constructed Response Performance Observation	ReadingVWritingMathTech.NotetakingW 6.9Identify text to support inquiryDraw evidence from informational texts to support analysis, reflection and researchIdentify text to support inquiryISTE4. Innovative Designer4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
IV.A.1-3 Curate: Think	Identify appropriate sources	√ √	Selected Response Constructed Response Performance Observation	Reading V Writing Math V Tech. Types of sources W 6.7 Database vs. websites Database vs. websites Database vs. websites Conduct short research projects using several sources ISTE Database vs. websites ISTE S. Knowledge Constructor Sc. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. Image: Construction of the curate of the cu
IV.B. 1-4 Curate: Create	Seek, collect, question, assess, and organize information	V	Selected Response Constructed Response Performance Observation	VReadingVWritingMathVTech.NotetakingRI 6.2Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct fromWeb evaluationPathfinderDetermine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from GREResearch process presentation GRE

V.C.1 Explore: Share	Express curiosity about a topic		Selected Response Constructed Response Performance Observation	W Co a cc ref W Ga frc cre <i>IST</i> 6.0 6a. and the SL Int an <i>IST</i> 7.0 7d. use	6.7 nduct shi juestion, focusing f 6.8 ther and om multip edibility of E Creative C Students d tools for eir creation Reading 6.2 serpret in d explain E Global Con Students e collabord	ort dra the orgole of ea cho cho cho cho cho cho cho cho cho cho	ons or jud research wing on inquiry w ganize rel credible s ach sourc municator ose the ap eting the communi Writing Writing mation in w it conti unicator lore local e technolo gate solut	prosev sev vhe eva sou cat cat cat cat va sou se	ojects t veral sc en appr ant inf rces; a opriate sired ob cion Math arious f utes to d globa.	to a purpose of the properties of the propertie	ces riat mati ess t atfor tives mat e to sues	and e. ion he ms of ech. s pic and	Class discussion Listening/viewing Determining point of view/bias Topic selection activity ICEMAN Intro activity
VI.A.1-3 Engage: Think	Follow ethical and legal guidelines for gathering and using information	V V	Selected Response Constructed Response Performance Observation	W Av ba IST 2. I 2c. res	Reading 6.8 oid plagis sic biblio E Digital Cits Demonst pect for ti	√ aris gra izen izen trate he r	Writing m by citin phic infor	ng s rma	Math sources ation <i>nding o</i> igations	of a	vith nd	ech. ng	Noodletools Citation Plagiarism Presentation

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 OF STANDARDS	OPPORTUNITIES FOR STUDENT- DIRECTED LEARNING WITHIN THE UNIT
Everything on the Internet is true. I can get all of my information for research from one source. Copying and pasting is note taking.	A citation requires more than a URL. Summarize and paraphrase. Note taking.	IV.B. 1-4 Students self-identify the need to seek, collect, question, assess, and organize information about other topics to make comparisons about previous information learned.	Provide menu of options for demonstration of learning (digital, art, oral presentation, etc.)

RESOURCES
Digital and print resources
Technology
Question Formulation Technique (QFT)

			DULE 3 Growth (Curiosi	,, <u>,</u>	
	1. How d		e curiosity from past experience		
			How do I use reflection to refo		
			do I develop and communicate	<i>i i i</i>	
	4. How can I	grow	as a reader by reading widely a		
			UNWRAPPED STANDA	-	
Competer	ncy/Standard	Тур	e of Competency/Standard	Concepts and Disciplinary- Specific Vocabulary	Academic Vocabulary
I.A.1-2	Learners display curiosity and		Content Knowledge		Curiosity
Inquire:	initiative by:				Prior knowledge
Think	1. Formulating questions about a	V	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		New meaning
	personal interest or a curricular		Physical Skill		
	topic.		Product development		
	2. Recalling prior and background	v	Learning Behavior		
	knowledge as context for new meaning.	v			
I.D.1-4	Learners participate in an ongoing		Content Knowledge		Seek
Inquire:	inquiry-based process by:	V	Skill (Problem-Solving, Writing,		Inquiry
Grow	1. Continually seeking knowledge.		Speaking, Listening, Reasoning)		Connections
	2. Engaging in sustained inquiry.		Physical Skill		Decisions
	3. Enacting new understanding		Product development		
	through real-world connections. 4. Using reflection to guide		Learning Behavior		
	informed decisions.				
II.A.2	Learners contribute a balanced		Content Knowledge		Perspective
Include: Think	perspective when participating in a learning community by:	V	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Stance Point of view
	2. Adopting a discerning stance		Physical Skill		Opinion
	towards points of view and		Product development		
	opinions expressed in information		Learning Behavior		
	resources and learning products.				
V.A.1	Learners develop and satisfy		Content Knowledge		
Think	personal curiosity by:	v	Skill (Problem-Solving, Writing,	7	
		_	Speaking, Listening, Reasoning)		

1. Reading widely and deeply in		Physical Skill	
multiple formats and write and		Product development	
create for a variety of purposes.	٧	Learning Behavior	

MODULE 3 ESSENTIAL QUESTIONS
1. How do I use curiosity from past experiences to discover new learning?
2. How do I use reflection to refocus my inquiry?
3. How do I develop and communicate my own perspective?
4. 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:	Ass	Summative essment Strategy	Additional Student Outcomes Common Learning Experiences
I.A.1-2 Inquire: Think	Formulate questions and draw from background knowledge as the context for new meaning.	V	Selected Response Constructed Response Performance Observation	ReadingVWritingMathTech.Iceman initiation activityW 6.7Sook talksBook talksQuestion formulation activity:Book talksConduct short research projects to answerQuestion formulation activity:open-ended vs. closed, etc.a question, drawing on several sources andopen-ended vs. closed, etc.StatesISTES. Knowledge ConstructorSa. Students plan and employ effective researchStrategies to locate information and otherresources for their intellectual or createpursuits.StatesStates
I.D.1-4 Inquire: Grow	Connect and reflect as they continue to seek knowledge and gain new understandings through inquiry.	V	Selected Response Constructed Response Performance Observation	ReadingVWritingMathTech.Book talksW 6.7Student learning plan – what do you want to know? What do you a research question, drawing on several sources and refocusing the inquiry when appropriate.Book talks

	Adapt a stance bacad or		Selected Response	3d. exp dev ans	– Knowledg Students ploring re	: bu al-v dec l so	onstructor ild knowle vorld issue is and theo lutions. Writing	dge s ai	nd proble s and pur	ms sui	,	Student lad back talks
II.A.2 Include: Think	Adopt a stance based on evidence and contribute a balanced perspective in a learning community.	V V V	Constructed Response Performance Observation	V	Reading	V	writing			V	Tech.	Student-led book talks Book reviews Class discussions
V.A.1 Think	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	V V	Selected Response Constructed Response Performance Observation	RL. By con dra con sca rar RI. By con gra	mpreher amas, an mplexity affolding nge. 6.10 the end mpreher ades 6-8 oficiently	nd l d p ba as of nd l tex y, w	Writing the year, iterature, oems, in nd profici needed a the year, iterary no t comple: vith scaffo of the ran	, ind the ien it th rea onfi xity oldi	cluding s e grades (tly, with he high e ad and iction in t y band ng as nee	6-8 enc	3 text I of the	

	ADDITIONA	AL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO	ADVANCED STANDARDS FOR	OPPORTUNITIES FOR STUDENT-
	MASTER STANDARDS FOR THIS	STUDENTS WHO HAVE	DIRECTED LEARNING WITHIN THE
	UNIT	DEMONSTRATED PRIOR MASTERY	UNIT
		Or	
		EXTENSION ACTIVITIES FOR STUDENTS	
		WHO HAVE DEMONSTRATED PRIOR	

		MASTERY OF STANDARDS	
There is always a right answer	Prior knowledge	I.A.1-2	Iceman initiation activity
(or one answer) to a question	Different types of questions – who,	Students self-generate DoK3 or DoK4	Student-led book talks
It's wrong to	what, when, where, why, how?	questions and draw from background	Class discussions
question/challenge another	Definitions: perspective, bias, point	knowledge as the context for new	
person's perspective	of view	meaning.	
The teacher is always right	Experience participating in class		
	discussions	Leading book discussions	
		Develop a book trailer	
		Promoting a book through a variety of	
		media	

RESOURCES

Technology, DOK Wheel

	Μ	ODULE 4 Show (Presentation	of Information)	
		Essential Questions:		
	1. H	low do I communicate what I have lear	ned to my audience?	
	2. What are the	e various ways I can demonstrate what	I have learned to my audience	?
	3. Но	w do I give credit to other people's wo	rk in my presentation?	
		UNWRAPPED STANDAR	RDS	
Competency/	Standard	Type of Competency/Standard	Concepts and Disciplinary-	Academic Vocabulary
			Specific Vocabulary	
I.B.3 Inquire:	Learners engage with new	Content Knowledge		
Create	knowledge by following a	Skill (Problem-Solving, Writing,	_	
	process that includes:	Speaking, Listening, Reasoning)		
	3. Generating products that	Physical Skill		

	illustrate learning.	V	Product development		
			Learning Behavior		
III.B.1 Collaborate:	Learners participate in personal, social, and		Content Knowledge		Intellectual networks Communication
Create	intellectual networks by:	٧	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	-	communication
	1. Using a variety of communication tools and		Physical Skill		
	resources.	V	Product development		
	resources.		Learning Behavior		
VI.B.1-2	Learners use valid information		Content Knowledge		Valid
Engage: Create	and reasoned conclusions to make ethical decisions in the	٧	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Ethical Authorship
	creation of knowledge by:		Physical Skill		Intellectual property
	1. Ethically using and		Product development		
	reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	V	Learning Behavior		
VI.C.1-2	Learners responsibly, ethically,		Content Knowledge		Global community
Engage: Share	and legally share new information with a global	٧	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Reuse Remix
••••••	community by:		Physical Skill		Disseminating
	1. Sharing information	V	Product development		
	resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.		Learning Behavior		

MODULE 4 ESSENTIAL QUESTIONS

How do I communicate what I have learned to my audience?
 What are the various ways I can demonstrate what I have learned to my audience?
 How do I give credit to other people's work in my presentation?

AASL Standard #	Objective(s) The students will be able to:	Ass	Summative essment Strategy	Additional Student Outcomes Common Learning Experiences
I.B.3 Inquire: Create	Generate products that illustrate learning.	V V	Selected Response Constructed Response Performance Observation	VReadingVWritingMathVTech.EssayISTE4. Innovative Designer5peechDigital presentation4a. Students select and use digital tools to plan and manage a design process that considers5planSigital presentation
III.B.1 Collaborate: Create	Use a variety of communication tools and resources.	V V V	Selected Response Constructed Response Performance Observation	design constraints and calculated risks.Reading✔WritingMath✔Tech.GoogleW 6.6Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.Digital media presentation toolsISTE 6. Creative Communicator 6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.Tech.Google7. Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.Here is a state is a
VI.B.1-2 Engage:	Ethically use and reproduce others' work	٧	Selected Response Constructed Response	Reading V Writing Math V Tech. In-text citation ISTE V V V V V

Create	while acknowledging	V	Performance	2. Digital Citizen Creative Commons lesson
	authorship and respect for intellectual property.	V	Observation	2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
VI.C.1-2	Follow established policies		Selected Response	Reading Writing Math V Tech. Creative Commons lesson
Engage: Share	to share information through means	٧	Constructed Response	ISTEDigital media presentation tools2. Digital CitizenGoogle
	appropriate for the	V	Performance	2c. Demonstrate an understanding of and
	intended audience.	V	Observation	respect for the rights and obligations of using and sharing intellectual property. 6. Creative Communicator 6d. Students publish or present content that customizes the message and medium for their intended audience.

	ADDITIONA	AL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO	ADVANCED STANDARDS FOR	OPPORTUNITIES FOR STUDENT-
	MASTER STANDARDS FOR THIS	STUDENTS WHO HAVE	DIRECTED LEARNING WITHIN THE
	UNIT	DEMONSTRATED PRIOR MASTERY	UNIT
You don't have to cite a picture	Keyword search	VI.B.1-2	
"Google" is the citation for a	Plagiarism	Students ethically use and reproduce	
picture	Citation	others' work while acknowledging	
I can use music if I can find it		authorship and respect for intellectual	
Google is where I get all my		property by contacting the creator for	
information		permission.	
		Book trailers	

RESOURCES
Technology