| 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** | 1 |
| **Department Goals** | <ul><li>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</li><li>Provide equitable physical and virtual access to resources and contemporary tools required to facilitate lifelong learning</li><li>Design and facilitate learning experiences that model critical thinking, critical consumption of information, and creation of knowledge in a collaborative environment</li><li>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)</li><li>Promote professional learning of faculty to implement an evolving school culture of information access, use, evaluation, and social interaction</li><li>Facilitate growth and transformation of the library media program to provide rigorous and relevant access for all users as an innovative center of learning</li><li>Model and facilitate ethical use of information in a global society</li></ul> |
| **Standards utilized to develop and implement this curriculum** | <ul><li>International Society for Technology in Education (ISTE)</li><li>CT Core Standards (CCCS)</li><li>American Association of School Librarians (AASL)</li></ul> |

Final 4.2.19

| 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<br>With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | P | |
| RI2<br>Identify the main topic and retell key details of a text. | | P | | |
| RI5<br>How do I identify and use various features of text (headings, table of contents, glossaries, menus, icons, etc)? | | P | S | |
| RI6<br>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | P | | |
| RI10<br>With prompting and support, read informational texts appropriately complex for grade 1. | | | P | |
| W7<br>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | P | P | |
| W8<br>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | P | P | | |
| SL1<br>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | | | P |

| | | | | |
|---|---|---|---|---|
| a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <br> b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <br> c. Ask questions to clear up any confusion about the topics and texts under discussion. | | | | |
| SL5 <br> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | | S |
| **American Association of School Librarian Standards (AASL)** | | | | |
| **Inquire** <br> 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. <br> I.A.1-2 Think <br> Learners display curiosity and initiative by: <br> 1. Formulating questions about a personal interest or a curricular topic. <br> 2. Recalling prior and background knowledge as context for new meaning. | | S | P | |
| I.B.1 Think <br> Learners engage with new knowledge by following a process that includes: <br> 1. Using evidence to investigate questions. | S | S | | |
| I.B.3 Create <br> Learners engage with new knowledge by following a process that includes: <br> 3. Generating products that illustrate learning. | | | | P |
| I.C.2-3 Share | | | | S |

| | | | | |
|---|---|---|---|---|
| Learners adapt, communicate, and exchange learning products with others in a cycle that includes:<br>2. Providing constructive feedback.<br>3. Acting on feedback to improve. | | | | |
| I.D.1-4 Grow<br>Learners participate in an ongoing inquiry-based process by:<br>1. Continually seeking knowledge.<br>2. Engaging in sustained inquiry.<br>3. Enacting new understanding through real-world connections.<br>4. Using reflection to guide informed decisions.<br><br><br>*ISTE:*<br>*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.*<br>*4a- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*<br>*1c- Students use technology to seek feedback that informs and improves their practice t=and to demonstrate their learning in a variety of ways.*<br>*3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.* | | | P | |
| **Include** | | | | |

| | | | |
|---|---|---|---|
| II.A.2 Think<br>Learners contribute a balanced perspective when participating in a learning community by:<br>Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.<br><br><br>ISTE: not applicable | | S | | |
| **Collaborate**<br>Work effectively with others to broaden perspectives and work toward common goals | | | | |
| III.D. 1 Grow<br>Actively contributing to group discussions<br><br><br>ISTE:<br>*1b- Students build networks and customize their learning environments in ways that support the learning process.*<br>*7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.* | | | | S |
| **CURATE**<br>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. | | | | |
| IV.A.1-3 Think<br>Learners act on an information need by:<br>1. Determining the need to gather information.<br>2. Identifying possible sources of information. | | P | | |

| | | | | |
|---|---|---|---|---|
| 3. Making critical choices about information sources to use. | | | | |
| IV.B.1-4 Create<br>Learners gather information appropriate to the task by:<br>1. Seeking a variety of sources.<br>2. Collecting information representing diverse perspectives.<br>3. Systematically questioning and assessing the validity and accuracy of information.<br>4. Organizing information by priority, topic, or other systematic scheme.<br><br><br>*ISTE:*<br>*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*<br>*6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication*<br>*6b- Students create original works or responsibly repurpose or remix digital resources into new creations*<br>*6c- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.*<br>*6d- Students publish or present content that customizes the message and medium for their intended audiences.* | | S | S | |

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

| | | | | |
|---|---|---|---|---|
| *and use collaborative technologies to work with others to investigate solutions.* | | | | |
| **ENGAGE**<br>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. | | | | |
| V1.A.1-3 Think<br>Learners follow ethical and legal guidelines for gathering and using information by:<br>1. Responsibly applying information, technology, and media to learning.<br>2. Understanding the ethical use of information, technology, and media.<br>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. | P | S | | |
| VI.B.1-2 Create<br>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:<br>1. Ethically using and reproducing others' work.<br>2. Acknowledging authorship and demonstrating respect for the intellectual property of others. | P | P | | |
| VI.C.1-2 Share<br>Learners responsibly, ethically, and legally share new information with a global community by:<br>1. Sharing information resources in accordance with modification, reuse, and remix policies.<br>2. Disseminating new knowledge through means appropriate for the intended audience. | P | | | P |

| *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 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 Citizenship

Essential Questions:
1. How do I recall or locate information in order to answer a question?
2. What are the rules for using school technology?
3. How do I responsibly use someone else's ideas?

## 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 | | Ethical Legal Valid Context Technology |
| | | 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 | | Reproduce Author Respect |
| | | | 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: | | Content Knowledge | | Global community Modification Reuse |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |

| | 1. Sharing information resources in accordance with modification, reuse, and remix policies. | X | Product development Learning Behavior | | remix |
|---|---|---|---|---|---|

| MODULE 1 ESSENTIAL QUESTIONS |
|---|

1. How do I recall or locate information in order to answer a question?
2. What are the rules for using school technology?
3. How do I responsibly use someone else's ideas?

| 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 | X | Reading | | Writing | | Math | X | Tech. | **Internet Safety** **Choose good web sites for 1ˢᵗ grade students** |
| | | | Constructed Response | **ISTE** *2a- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.* *2b- Engage in positive, safe, legal and ethical behavior when using technology including social interactions online or when using networked devices* | | | | | | | |
| | | | Performance | | | | | | | | |
| | | X | Observation | | | | | | | | |
| VI.B.1- 2 | Use and reproduce others' work respectfully by giving credit to authors. | | Selected Response | X | Reading | X | Writing | | Math | | Tech. | **Identifying author and title of texts** |
| | | X | Constructed Response | **W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | |
| | | | Performance | | | | | | | | |
| | | | Observation | | | | | | | | |
| VI.C.1- | Share information resources in | | Selected Response | X | Reading | | Writing | | Math | | Tech. | **Model how to use other people's** |

| 2 | accordance with modification, reuse, and remix policies. | | Constructed Response | *ISTE:*<br>*2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property* | **work** |
|---|---|---|---|---|---|
| | | | 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**<br>**OR**<br>**EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY** | **OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT** |
| **Everything online is safe and appropriate** | **Vocab terms** | **V1.A.1-3 - Understand ethical and legal guidelines for technology use and apply this understanding to their learning-**<br>**Students can draw or write a simple sentence explaining a proper way to use technology.** | **Navigate to appropriate 1st grade sites** |

| RESOURCES |
|---|
| Common Sense Media - <br><br> Old Curriculum Gr. K-2 Unit 2: **1 - STAYING SAFE ONLINE** <br> How do you stay safe when you visit a website? <br> **2 - FOLLOW THE DIGITAL TRAIL** <br> What information is OK to have in your digital footprint? <br> **3 - SCREEN OUT THE MEAN** <br> What can you do when someone is mean to you online? |

# Module 2 Inquiry (Research)

Essential Questions:
1. How do I identify what the text is mainly about?
2. How do I include important details for support?
3. How do I identify and use various features of text (headings, table of contents, glossaries, menus, icons, etc)?
4. How do I participate in shared research projects?
5. How do I recall or locate information in order to answer a question?
6. How do I show respect for others' work?

## 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 | | Information Sources |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | | Learning Behavior | | |
| IV.B.1 + 4 Curate: Create | Learners gather information appropriate to the task by: 1.Seeking a variety of sources 4.Organizing information by priority, topic, or other systematic scheme. | | Content Knowledge | | Variety Organize |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | | 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 | | Content Knowledge | | Valid Authorship |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | | Learning Behavior | | |

Final 4.2.19

| | | |
|---|---|---|
| intellectual property of others. | | |

<br>

| MODULE 2 ESSENTIAL QUESTIONS |
|---|
| 1. How do I identify what the text is mainly about? |
| 2. How do I include important details for support? |
| 3. How do I identify and use various features of text (headings, table of contents, glossaries, menus, icons, etc)? |
| 4. How do I participate in shared research projects? |
| 5. How do I recall or locate information in order to answer a question? |
| 6. How do I show respect for others' work? |

<br>

| 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** **Use Pebble Go** |
| | | | Constructed Response | W7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). *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* | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| IV.B.1-4 | Find a variety of sources and organize information. | | Selected Response | X | Reading | | Writing | | Math | X | Tech. | **Use books, databases such as Pebble Go, or other publications to locate information.** |
| | | | Constructed Response | W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | |
| | | | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| VI.B.1- | Use and reproduce others' work | | Selected Response | X | Reading | X | Writing | | Math | | Tech. | **Locate an author's name in a** |

| 2 | respectfully by giving credit to authors. | | Constructed Response | **RI2** Identify the main topic and retell key details of a text. | **source to show respect for their work.** |
|---|---|---|---|---|---|
| | | | 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**<br>**OR**<br>**EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY** | **OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT** |
| **It's okay to take notes by copying word for word.** | **Concept of research/inquiry** | IVB4- 1. Seeking a variety of sources 4.Organizing information by priority, topic, or other systematic scheme<br><br>Student can self-select a book/source and fill in parts of a graphic organizer independently. | **Students can access Pebble Go and look up topics.** |

| RESOURCES |
|---|
| Common Sense Media,<br><br>Old Curriculum Gr.K-2, Unit 2: 4 - USING KEYWORDS Which keywords will give you the best search results?<br><br>5 - SITES I LIKE What makes a website the right site for you?<br><br>Super 3 (part of Big 6) Research Materials: https://thebig6.org/resources-2/ |

Final 4.2.19

<table>
<tr><td colspan="5" align="center"><strong>Module 3 Growth (Curiosity, Discovery)</strong></td></tr>
<tr><td colspan="5" align="center">Essential Questions:<br>1. How do I participate in shared research projects?<br>2. How can I write research questions?<br>3. How can I grow as a reader by reading widely and deeply in multiple formats?</td></tr>
<tr><td colspan="5" align="center"><strong>UNWRAPPED STANDARDS</strong></td></tr>
<tr><td colspan="2"><strong>Competency/Standard</strong></td><td colspan="2"><strong>Type of Competency/Standard</strong></td><td><strong>Concepts and Disciplinary-Specific Vocabulary</strong></td><td><strong>Academic Vocabulary</strong></td></tr>
</table>

| | | | | | |
|---|---|---|---|---|---|
| I.A.1-2 Inquire: Think | Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. Think<br>Learners display curiosity and initiative by:<br>1. Formulating questions about a personal interest or a curricular topic.<br>2. Recalling prior and background knowledge as context for new meaning. | | Content Knowledge | | Curiosity<br>Create questions<br>On my own |
| | | | 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:<br>1. Continually seeking knowledge.<br>2. Engaging in sustained inquiry.<br>3. Enacting new understanding through real-world connections.<br>4. Using reflection to guide | | Content Knowledge | | Research process |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

| | informed decisions. | | | | |
|---|---|---|---|---|---|
| V.A.1 Explore: Think | V.A.1-3 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. | | Content Knowledge | | Personal growth Multiple formats |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

<br><br>

| MODULE 3 ESSENTIAL QUESTIONS |
|---|
| 1. How do I participate in shared research projects? |
| 2. How can I write research questions? |
| 3. How can I grow as a reader by reading widely and deeply in multiple formats? |

<br>

| 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. | **Find materials on any topic of interest (books, Pebble Go articles)** |
| | | | Constructed Response | *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.* | |
| | | X | Performance | *3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions* | |
| | | X | Observation | W7- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | |

| I.D.1-4 | Use strategies to engage in ongoing inquiry. | | Selected Response | X | Reading | | Writing | | Math | X | Tech. | Search a topic of interest |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Constructed Response | *3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.* | | | | | | | | |
| | | | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| V.A.1-3 | **Read, write, reflect and question while exploring or expressing oneself about a topic of curiosity.** | | Selected Response | X | Reading | X | Writing | | Math | | Tech. | **Keep a simple journal likes/dislikes of personal reading choices.** |
| | | | Constructed Response | *3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*<br><br>RL10- With prompting and support, read prose and poetry of appropriate complexity for grade 1.<br>RI10- With prompting and support, read informational texts appropriately complex for grade 1. | | | | | | | | **Read/Listen to a variety of books.** |
| | | | 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** | **OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT** |

| | | MASTERY | |
|---|---|---|---|
| **Research isn't a linear process** | **Where to locate information (books, ebooks, Pebble Go)** | V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.<br><br>Student will self-select a variety of texts to answer a self-generated question. | **Exploring and making personal decisions about text/materials they are interested in** |

| RESOURCES |
|---|
| Computer lab, Access to books and Pebble Go<br>Get a simple reading journal template (Title, Author, Like or Dislike, space for picture of favorite part) |

## Module 4 Show (Presentation of Information)

Essential Questions:

1. How do I interact with others to discuss first grade topics?
2. How do I show what I learned?

### 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:<br>3. Generating products that illustrate learning. | | Content Knowledge | | Product |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | X | Product development | | |
| | | | Learning Behavior | | |
| VI.C.1-2 Engage: | Learners responsibly, ethically, and legally share new information | | Content Knowledge | | Responsible<br>Community |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |

| Share | with a global community by:<br>1. Sharing information resources in accordance with modification, reuse, and remix policies.<br>2. Disseminating new knowledge through means appropriate for the intended audience. | | Physical Skill | | Share<br>Audience |
| | | | Product development | | |
| | | | Learning Behavior | | |

| MODULE 4 ESSENTIAL QUESTIONS |
| --- |
| 1. How do I interact with others to discuss first grade topics?<br>2. How do I show what I learned? |

| AASL<br>Standard<br># | Objective(s)<br>The students will be able to: | Summative<br>Assessment Strategy | | Additional Student Outcomes | | | | | | Common Learning Experiences |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I.B.3 | Create a product that show cases learning. | | Selected Response | Reading | X | Writing | | Math | Tech. | **Create a final poster or class project using the Smart Board or a Google Slide (teacher's account)** |
| | | | Constructed Response | *4a- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.* | | | | | | |
| | | X | Performance | | | | | | | |
| | | | 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 | Tech. | **Add appropriate visuals to task and audience and discuss how to properly borrow material** |
| | | X | Constructed Response | **ISTE- *2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*** | | | | | | |
| | | | Performance | | | | | | | |
| | | X | Observation | | | | | | | |

Final 4.2.19

| 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** |
| **Showing what you learn is optional or doesn't matter.** | **Final product is intended to be shared with an audience.** | I.B.3 Generating products that illustrate learning.<br><br>Students create their own product to demonstrate their learning. | **Students can choose pictures or draw pictures to represent a fact/idea.** |

| RESOURCES |
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| Web based creation sites in Kids Links<br>Teacher G Suite and display to class |

Final 4.2.19