



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	4
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				
RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		P		
RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			P	
RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			P	
W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				P
W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.		P	P	
W.8 Recall relevant information from experiences	P	P		

or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”) 		S	S	
<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, 				P

and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		P		
SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				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	P	
I.B.1 Think Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.		S	S	
I.B.3 Create Learners engage with new knowledge by		S	S	P

following a process that includes: 3. Generating products that illustrate learning.				
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. 4. Using reflection to guide informed decisions. <i>ISTE:</i> <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> <i>4a- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</i> <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>3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>			P	

Include				
Collaborate Work effectively with others to broaden perspectives and work toward common goals				
III.B.1 Share Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.				P
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>				P
CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
IV.A.1-3 Think		P	S	

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.				
IV.B.1-4 Create 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. <i>ISTE:</i> <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> <i>6a- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</i> <i>6b- Students create original works or responsibly repurpose or remix digital resources into new creations</i> <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> <i>6d- Students publish or present content that</i>		S		

<i>customizes the message and medium for their intended audiences.</i>				
EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.				
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.		S	P	
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. <i>ISTE:</i> <i>3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i> <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> <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>7c- Students contribute constructively to project teams, assuming various roles and</i>			P	

<i>responsibilities to work effectively toward a common goal.</i> <i>7d- Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</i>				
ENGAGE 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 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.	P	P		
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. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	P	P		
VI.C.1-2 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	P	P		S

means appropriate for the intended audience. <i>ISTE:</i> <i>2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> <i>6d- Students publish or present content that that customizes the message and medium for their intended audience</i>				
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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. What are the various types of digital media? 2. How can I provide a list of sources I used? 3. How do I use the Internet appropriately and safely?
UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
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		Accuracy Valid 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 Ethical Citation Cite
		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 Attribution Derivative
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
		X	Learning Behavior		

MODULE 1 ESSENTIAL QUESTIONS

Essential Questions:

1. What are the various types of digital media?
2. How can I provide a list of sources I used?
3. How do I use the Internet appropriately and safely?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
VI.A.1-3	Understand ethical and legal guidelines for technology use and apply this understanding to their learning.		Selected Response		Reading		Writing		Math	X	Tech.	Internet Safety Digital Citizenship Activities
			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 2d- Students manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online.								
			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.	Give credit using author’s name or web site/article title
			Constructed Response	From W8 Provide a list of sources. ISTE 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.								
		X	Performance									
		X	Observation									
VI.C.1-2	Share information resources		Selected Response		Reading		Writing		Math	X	Tech.	Copyright/Protecting our work

	in accordance with modification, reuse, and remix policies.		Constructed Response	<i>ISTE: 2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</i>	Creator's Rights and Responsibilities activity
		X	Performance		
			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>Meaning of ethical and legal; Internet Safety</p>	<p>VI.B.1 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. <p>Student can locate a citation in a school database.</p>	<p>Navigate through scenarios (either paper or computer) requiring good choices as a digital citizen.</p>

RESOURCES
<p>Common Sense Media Digital Citizenship Lessons - TEACH LESSONS: Grades 3-5, UNIT 2</p> <p>1 - STRONG PASSWORDS: How can a secure password help you protect your private information? 2 - DIGITAL CITIZENSHIP PLEDGE: How do you</p>

create a positive online community? 3 - YOU'VE WON A PRIZE!: What is spam, and what can you do about it? (4 - HOW TO CITE A SITE: How do you cite different types of online sources?) 5 - PICTURE PERFECT: How can photos be changed on the computer, and how can that affect your feelings about the way you look? > GIVE ASSESSMENT*

Common Sense New Curriculum- Gr. 4 A Creator's Rights and Responsibilities

Module 2 Inquiry (Research)

Essential Questions:

1. How do I conduct a short research project to build knowledge about different aspects of a topic?

2. How can I sort my notes into categories?
3. How can I provide a list of sources I used?
4. How do I paraphrase information from texts read, heard or presented?
5. How do I summarize the text?

UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard	Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: Think	Learners display curiosity and initiative by: 1. Formulating questions about personal interest or a curricular topic 2. Recalling prior and background knowledge as context for new meaning		Content Knowledge	Question
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product development	
			Learning Behavior	
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
		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		Content Knowledge	Accurate Valid Ethical Legal
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product development	
		X	Learning Behavior	

	cultural context, and appropriateness for need.				
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		Plagiarism Citation Cite the source Bibliography/ Works Cited
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 2 ESSENTIAL QUESTIONS	
1. How do I conduct a short research project to build knowledge about different aspects of a topic? 2. How can I sort my notes into categories? 3. How can I provide a list of sources I used? 4. How do I paraphrase information from texts read, heard or presented? 5. How do I summarize the text?	

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes	Common Learning Experiences
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I.A.1-2 Inquire: Think	Formulate questions on a topic of personal or curricular interest and recall knowledge as a foundation for new learning.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	Students will create a list of research questions.
			Constructed Response	<i>ISTE 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 outcomes.</i>								
		X	Performance									
			Observation									
IV.A.1-3	Develop a research topic/question and thoughtfully select sources to address the topic.	X	Selected Response	X	Reading	X	Writing		Math	X	Tech.	Introduce Big 6 research model Web Evaluation including fake vs. real websites
			Constructed Response	W7 Conduct short research projects that build knowledge through investigation of different aspects of 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>								
			Performance									
		X	Observation									
VI.A.1-3	Understand ethical and legal guidelines for technology use and apply this understanding to their learning.		Selected Response	X	Reading		Writing		Math	X	Tech.	Paraphrase a text together
			Constructed Response	SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally <i>ISTE 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i>								
		X	Performance									
		X	Observation									

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
VI.B.1-2	Use and reproduce others’ work respectfully by giving credit to authors.	X	Selected Response		Reading	X	Writing		Math	X	Tech.	“Dissect” a citation, how to cite a site activity
			Constructed Response	W8 Recall relevant information from								
			Performance									

			Observation	experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources	
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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
<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>Research definition/process</p> <p>Need to give credit to authors/sources</p>	<p>VI.B.2 Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> 2. Understanding the ethical use of information, technology, and media. <p>Students will paraphrase a short text independently.</p>	<p>Small group practice of paraphrasing.</p> <p>Multiple choice questions to evaluate websites and/or to identify parts of a citation.</p>

RESOURCES
<p>Common Sense Media, Grades 3-5, Unit 2 Lesson 4 (How to Cite a Site?)</p> <p>Britannica or short non-fiction text to practice paraphrasing</p> <p>Fake and real website(s) to compare/evaluate</p> <p>Completed citation to dissect (can use Britannica citation)</p>

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Module 3 Growth (Curiosity, Discovery)					
Essential Questions: 1. How do I create new learning based on the information I am curious about? 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
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.A.1	V.A.1 Think		Content Knowledge		

Explore: 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.	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.C.1 Explore: Share	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.		Content Knowledge		Relevant
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
		X	Learning Behavior		

MODULE 3 ESSENTIAL QUESTIONS

1. How do I create new learning based on the information I am curious about?
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		Reading		Writing		Math	X	Tech.	Use Destiny to find materials on any topic of interest
			Constructed Response	ISTE 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. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.								
		X	Performance									
		X	Observation									
I.D.1-4	Use strategies to engage in		Selected Response	X	Reading		Writing		Math	X	Tech.	

	ongoing inquiry.		Constructed Response	ISTE 3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.								Book tasting Search a topic of interest Make connections between learning and self/world
			Performance									
		X	Observation									
V.A.1	Read, write, reflect and question while exploring or expressing oneself about a topic of curiosity.		Selected Response	X	Reading	X	Writing		Math		Tech.	
			Constructed Response	RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ISTE 3d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions								Google Docs to keep a reading journal and/or reading list.
		X	Performance									
		X	Observation									
V.C.1	Express curiosity about a topic of personal or curricular interest.			X	Reading	X	Writing		Math		Tech.	
												Self-selected topics Shared KWL chart

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
There is a limited amount of information on a single topic.	Inquiry (idea of deeply questioning/exploring an idea/topic)	<p>I.D. 2 Learners participate in an ongoing inquiry-based process by:</p> <p>2. Engaging in sustained inquiry.</p> <p>Student will locate and read multiple texts about a singular topic.</p>	Exploring and making personal decisions about text/materials they are interested in

RESOURCES			
Book Tasting (all genre) Choice of research topic (passion project)			
Module 4 Show (Presentation of Information)			
Essential Questions: 1. How do I interact with others to discuss fourth grade topics? 2. How do I use technology to create a product? 3. How do I give credit to other people's work in my presentation?			
UNWRAPPED STANDARDS			
Competency/Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
I.B.3	Learners engage with new	Content Knowledge	

Inquire: Create	knowledge by following a process that includes: 3. Generating products that illustrate learning.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Generate Knowledge Product
			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		Communication Ethical
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
III.D.1 Collaborate: Grow	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions		Content Knowledge		Audience Feedback
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 4 ESSENTIAL QUESTIONS

Essential Questions:

1. How do I interact with others to discuss fourth grade topics?
2. How do I use technology to create a product?
3. How do I give credit to other people's work in my presentation?

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.	Use Google Slides to showcase learning
			Constructed Response	ISTE 4a- Students select and use digital tools to plan and manage a design process								
		X	Performance									

			Observation	<i>that considers design constraints and calculated risks.</i>								
III.B.1	Use a variety of communication tools to participate in networking.		Selected Response		Reading	X	Writing		Math	X	Tech.	Google Share with partners and/or small groups
			Constructed Response	<i>ISTE 1c-Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</i>								
			Performance									
		X	Observation									
III.D.1	Contribute to group discussions.		Selected Response		Reading	X	Writing		Math	X	Tech.	Groups will discuss their learning or products and share feedback
			Constructed Response	<i>ISTE- 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</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
Sharing work isn't part of research process	Google Slides (as a way to share information)	I.B.3 Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. Students will independently create their	Students choose method of delivery

		own product to show learning.	
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RESOURCES	
G Suite	