Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Library Media Science	Library Media	**Grade 3**	N/A

Course Description:
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.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
N/A	Media Literacy 　● Understand both how and why media messages are constructed, and for what purpose 　● Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors 　● Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Communications 　● Communicate effectively in diverse environments (including becoming multilingual) Communications and Technology Literacy 　● Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society Information Literacy 　● Access information on efficiently (time) and effectively (sources) 　● Evaluate information critically and competently 　● Use information accurately and creatively for the issue or problem at hand 　● Manage the flow of information from a wide variety of sources 　● Apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of information

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to *Completed Equity Audit*
N/A	**LMS Curriculum Audit**

Standard Matrix						

AASL	**CCS**	**ISTE**	Module	Module	Module	Module

			1	2	3	4
I. Inquire (AASL) **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.**	W.7 W.8	1A, (K-5) 3A-B (4-5)		X	X	
I.B.1 Create (1-5) **Learners engage with new knowledge by following a process that includes:** **1. Using evidence to investigate questions.**	W.8	4A		X		
I.B.3 Create (2-5) **Learners engage with new knowledge by following a process that includes:** **3. Generating products that illustrate learning.**	W.6 (2-5)	4A				X
I.D.1 (K-1) **I.D.1-4 Grow (2-5)** **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.**	W.7	3D			X	
II. Include (AASL) **Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.**						
II.A.3 Think **Learners contribute a balanced perspective when participating in a learning community by:** **3. Describing their understanding of cultural relevancy and placement within the global learning community.**	RI.6	N/A			X	
II.B.3 Create [K-3 in Nutmeg Common Experience) **Learners adjust their awareness of the global learning community by:** **3. Representing diverse perspectives during learning activities.**	SL.1 in K-2, W.6 in 3-5	7D			X	X
II.D.2 Grow **Learners demonstrate empathy and equity in knowledge**	SL.1	1B	X		X	

building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities.						
II.D.3 Grow Learners demonstrate empathy and equity in knowledge building within the global learning community by: 3. Reflecting on their own place within the global learning community.	SL.1	1B	X			
III. Collaborate (AASL) **Work effectively with others to broaden perspectives and work toward common goals**						
III.B.1 Create Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.	W.6 (2-5)	1C				X
III.D.1 Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.	SL.1	7C				X
III.D.2 Grow Learners actively participate with others in learning situations by: 2. Recognizing learning as a social responsibility.	SL.1	1B	X			
IV. CURATE (AASL) **Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**						
IV.A.1-2 Think (K-3) **IV.A.1-3 (GRADES 4-5)** 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.	W.7	3C		X		
IV.B.1-2 Create (K-3) **IV.B.1-4 Create (GRADES 4-5)** 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.	W.7 W.8	6C-D		X		
V. EXPLORE (AASL)						

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.**	RI.10 RL.10	3D			X	X
V.A.3 Think (3-5) **Learners develop and satisfy personal curiosity by:** **3. Engaging in inquiry-based processes for personal growth.**	W.7	6C		X		
V.B.2 Create [Maker/Tinker, Coding, Indi, LittleBits, Bolts] **Learners construct new knowledge by:** **2. Persisting through self-directed pursuits by tinkering and making.**	SL.1	5C			X	
V.C.1 Share **Learners engage with the learning community by:** **1. Expressing curiosity about a topic of personal interest or curricular relevance.**	W.7	7B			X	
V.C.3 Share [Collaborating w/Indi, LittleBits, Bolts] **Learners engage with the learning community by:** **3. Collaboratively identifying innovative solutions to a challenge or problem.**	SL.1	7C			X	
V.D.1 Grow [iteration] **Learners develop through experience and reflection by:** **1. Iteratively responding to challenges.**	SL.1	1C			X	
VI. ENGAGE (AASL) **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 Think (K-2) **VI.A.1-2 Think (3)** **VI.A.1-3 Think (4-5)** **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.**	RI.5 (K-3) W.8 SL.2 (3-5)	2C		X		
VI.B.1-2 Create **Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:**	RI.2 W.8	2C		X		

1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.							
VI.C.2 Share Learners responsibly, ethically, and legally share new information with a global community by: 2. Disseminating new knowledge through means appropriate for the intended audience.	W.8 SL.2 (3-5)	2C					X
VI.D.1, 3 Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies.	SL.1	2AB,D	X				

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Module 1: Digital Citizenship](#)
[Module 2: Information and Media LIteracy](#)
[Module 3: Growth and Curiosity](#)
[Module 4: Presentation of Information (Show)](#)

Module Title:		
Module 1: Digital Citizenship		

Relevant Standards: Bold indicates priority

AASL	CCS	ISTE
II.D.2-3 Grow **Learners demonstrate empathy and equity in knowledge building within the global learning community by:** **2. Demonstrating interest in other perspectives during learning activities.** **3. Reflecting on their own place within the global learning community.**	SL.1	1B
III.D.2 Grow **Learners actively participate with others in learning situations by:** **2. Recognizing learning as a social responsibility.**	SL.1	1B
VI.D.1, 3 **Learners engage with information to extend personal learning by:** **1. Personalizing their use of information and information technologies.**	SL.1	2AB,D

Essential Question(s):	Enduring Understanding(s):
1. How does what I post online affect my identity? 2. What should you do when someone uses mean or hurtful language on the internet? 3. Why do people alter digital photos and videos?	Evaluate information critically and competently Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Understand both how and why media messages are constructed, and for what purpose Communicate effectively in diverse environments (including becoming multilingual)

Demonstration of Learning:	Pacing for Unit
Scenario based performance task	Addressed and spiraled throughout the year

Family Overview (link below)	Integration of Technology:
Grade 3 Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Empathy	Digital Productivity Tools

Interpret
Assumption
Identity
Selfie
Advertising
Alter
Persuade
Photo retouching

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connect to SEL Advisory Lessons Connect to to ELA Units	School Google accounts are not visible to teachers and are okay for personal use Cyberbullying from home can't get someone into trouble Images and Videos are always real

Connections to Prior Units:	Connections to Future Units:
Continuation of module 1 in Grade 2	Continuation of module 1 in Grade 4

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3.1 COMPREHENSION > Comprehension: Activate or supply background knowledge	Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
9.2 ENGAGEMENT > Self Regulation: Facilitate personal coping skills and strategies	Provide differentiated models, scaffolds and feedback for: - Managing frustration - Seeking external emotional support - Developing internal controls and coping skills - Use real life situations or simulations to demonstrate coping skills

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
2-3.2: participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	With prompting and supports: ● I can actively listen to others ● I can participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and academic and domain specific words ● I can take turns ● I can respond to yes/no and wh- questions

Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
3.DigCit.1 Media Balance	I can identify ways I can post online to best reflect who I am.	Consider how posting selfies or other images will lead others to make assumptions about them. Reflect on the most important parts of their unique identity.	Digital Productivity Tools
3.DigCit.2 Being Informed Critical Consumer of Media	I can analyze altered photos and videos to try to determine why they were altered.	Recognize that photos and videos can be altered digitally. Identify different reasons why someone might alter a photo or video.	Digital Productivity Tools
3.DigCit.3 Safe Spaces Online	Identify ways to respond to mean words online, using safe strategies.	Understand that it's important to think about the words we use, because everyone interprets things differently. Decide what kinds of statements are OK to say online and which are not.	Digital Productivity Tools

Module Title:		
Module 2: Information and Media LIteracy		

Relevant Standards: Bold indicates priority		

AASL	CCS	ISTE
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.**	W.7, W.8	1A
I.B.1 Create **Learners engage with new knowledge by following a process that includes:** **1. Using evidence to investigate questions.**	W.8	4A
IV.A.1-2 Think **Learners act on an information need by:** **1. Determining the need to gather information.** **2. Identifying possible sources of information.**	W.7	3C
IV.B.1-2 Create **Learners gather information appropriate to the task by:** **1. Seeking a variety of sources.** **2. Collecting information representing diverse perspectives.**	W.7, W.8	6C-D
V.A.3 Think **Learners develop and satisfy personal curiosity by:** **3. Engaging in inquiry-based processes for personal growth.**	W.7	6C
VI.A.1-2 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.**	RI.5, W.8, SL.2	2C
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.**	RI.2, W.8	2C

Essential Question(s):	Enduring Understanding(s):
1. How do I use text features and search tools to locate information relevant to a given topic efficiently? 2. How do I conduct a short research project to build knowledge about a topic? 3. How can I document what I learn about a topic by taking notes?	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Access information efficiently (time) and effectively (sources) Evaluate information critically and competently

4. How can I sort evidence into provided categories? 5. How do I give credit for someone else's work?	
Demonstration of Learning:	**Pacing for Unit**
Research Process Performance Task	Addressed and spiraled throughout the year
Family Overview (link below)	**Integration of Technology:**
[Grade 3 Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Relevant Source Database Ethical Legal Technology Media Accurate Valid Plagiarism Citation Cite the Source	Digital Productivity Tools Online Databases
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connect to ELA research unit. Connect to science and social studies topics.	Copying and pasting a URL is the proper way to give credit. It's okay to take notes by copying word for word.
Connections to Prior Units:	**Connections to Future Units:**
Continuation of module in Grade 2	Continuation of module in Grade 4
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
3.3 REPRESENTATION > Comprehension: Guide information processing and visualization	- Give explicit prompts for each step in a sequential process - Provide interactive models that guide exploration and new understandings - Introduce graduated scaffolds that support information processing strategies - Progressively release information (e.g., sequential highlighting) - Remove unnecessary distractions unless they are essential to the instructional goal

6.3 ACTION & EXPRESSION > Executive Functioning: Facilitate managing information and resources	- Provide graphic organizers and templates for data collection and organizing information - Embed prompts for categorizing and systematizing - Provide checklists and guides for note-taking

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
2-3.5: conduct research and evaluate and communicate findings to answer questions or solve problems.	With prompting and supports: ● I can conduct a research project to answer a question. ● I can gather information from provided sources ● I can record some information/observations in simple notes

Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
3.Inquiry.1 Information Seeking Strategies -Databases - Keyword searching	I can carefully choose information to answer my questions.	Given a question, thoughtfully select information to address the topic.	Digital Productivity Tools Online Databases
3.Inquiry.2 Take organized notes to answer question	I can take notes without copying to answer an information need.	Gather information from print and digital sources. Take brief notes on sources and sort evidence into provided categories.	Digital Productivity Tools Online Databases
3.Inquiry.3 Show respect for the creator of the work	I can give credit to the information creator to show respect for the work.	Use others' work respectfully by giving credit to authors.	Digital Productivity Tools Online Databases Print Materials

Module Title:		
Module 3: Growth and Curiosity		

Relevant Standards: Bold indicates priority		

AASL	CSS	ISTE
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.**	W.7 W.8	1A
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.**	W.7	3D
II.A.3 Think **Learners contribute a balanced perspective when participating in a learning community by:** **3. Describing their understanding of cultural relevancy and placement within the global learning community.**	RI.6	N/A
II.B.3 Create [K-3 in Nutmeg Common Experience) **Learners adjust their awareness of the global learning community by:** **3. Representing diverse perspectives during learning activities.**	W.6	7D
II.D.2 Grow **Learners demonstrate empathy and equity in knowledge building within the global learning community by:** **2. Demonstrating interest in other perspectives during learning activities.**	SL.1	1B
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.**	RI.10 RL.10	3D
V.B.2 Create **Learners construct new knowledge by:** **2. Persisting through self-directed pursuits by tinkering and making.**	SL.1	5C
V.C.1 Share **Learners engage with the learning community by:** **1. Expressing curiosity about a topic of personal interest or curricular relevance.**	W.7	7B
V.C.3 Share **Learners engage with the learning community by:** **3. Collaboratively identifying innovative solutions to a challenge or problem.**	SL.1	7C
V.D.1 Grow **Learners develop through experience and reflection by:** **1. Iteratively responding to challenges.**	SL.1	1C

Essential Question(s):	Enduring Understanding(s):
1. How do I make decisions on what to explore to fulfill a curiosity? 2. How can I grow as a reader by reading widely and deeply in multiple formats? 3. How can I construct new knowledge by persisting through self-directed pursuits by tinkering and making?	Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society Use information accurately and creatively for the issue or problem at hand
Demonstration of Learning:	**Pacing for Unit**
Problem Solving Performance Task	Addressed and spiraled throughout the year
Family Overview (link below)	**Integration of Technology:**
[Grade 3 Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Catalog Inquire Inquiry Real-world Connection Reflection Genre Circuit Input Output Block (coding) Sequences Loops Debug Alignment Rotate	Online Databases Print Materials Maker Materials Media in Multiple Formats
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connect to ELA (literacy) Connect to science and social studies topics Connect to science/math (circuits/coding/tinkering) Connect to math and art (digital drawing)	I am only interested in one type of book This is too hard for me/I can't do this
Connections to Prior Units:	**Connections to Future Units:**
Continuation of module in Grade 2	Continuation of module in Grade 4
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**

7.2 ENGAGEMENT > Recruiting Interest: Optimize relevance, value, and authenticity	Vary activities and sources of information so that they can be: - Personalized and contextualized to learners' lives - Culturally relevant and responsive - Socially relevant - Age and ability appropriate - Appropriate for different racial, cultural, ethnic, and gender groups - Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways
8.2 ENGAGEMENT > Sustaining Effort & Persistence: Vary demands and resources to optimize challenge	- Differentiate the degree of difficulty or complexity within which core activities can be completed - Vary the degrees of freedom for acceptable performance - Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
2-3.8: determine the meaning of words and phrases in oral presentations and literary and informational text.	In simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events: ● I can use context and visual aids to determine the meaning of words and phrases. ● I can ask and answer simple questions about the meaning of words and phrases

Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
3.Grow.1 Use an online catalog to find materials on any topic of interest	I can think of things I already know to help me with new information. I can use an organizational system to locate materials.	Use search skills to drive deeper inquiry into a topic of interest or a curricular topic.	Online Databases Print Materials Media in Multiple Formats
3.Grow.2 Opportunities to self-select and read a variety of books, texts (e.g. Book tasting, Search a topic of interest, Award books	I can use inquiry strategies to keep learning about topics of interest. I can read books with different genres and topics and respond to questions about my reading I can adjust my awareness of diverse perspectives	Use strategies to engage in ongoing inquiry. Read a variety of books and respond to questions verbally and in writing.	Online Databases Print Materials Media in Multiple Formats

	during learning activities. I can demonstrate empathy and equity in other perspectives during learning activities.		
3.Grow.3 Coding Tinkering and Making Digital Drawing	I can persevere through tinkering and making challenges. I can use logical thinking to solve a problem.	Complete a variety of challenges involving coding, tinkering, making and digital drawing.	Maker Materials Media in Multiple Formats

Module Title:		
Module 4: Presentation of Information (Show)		

Relevant Standards: Bold indicates priority		

AASL	CCS	ISTE
I.B.3 Create **Learners engage with new knowledge by following a process that includes:** **3. Generating products that illustrate learning.**	W.6	4A
II.B.3 Create [K-3 in Nutmeg Common Experience) **Learners adjust their awareness of the global learning community by:** **3. Representing diverse perspectives during learning activities.**	W.6	7D
III.B.1 Create **Learners participate in personal, social, and intellectual networks by:** **1. Using a variety of communication tools and resources.**	W.6	1C
III.D.1 Grow **Learners actively participate with others in learning situations by:** **1. Actively contributing to group discussions.**	SL.1	7C
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.**	RI.10 RL.10	3D
VI.C.2 Share **Learners responsibly, ethically, and legally share new information with a global community by:** **2. Disseminating new knowledge through means appropriate for the intended audience.**	W.8 SL.2	2C

Essential Question(s):	Enduring Understanding(s):
1. How do I interact with others to discuss third grade topics? 2. How do I use productivity tools to create a product?	Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society Use information accurately and creatively for the issue or problem at hand Manage the flow of information from a wide variety of sources Apply a fundamental understanding of the ethical/ legal issues surrounding the access and use of information
Demonstration of Learning:	**Pacing for Unit**
Digital Artifact Creation	Addressed and spiraled throughout the year

Family Overview (link below)	Integration of Technology:
[Grade 3 Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Process Product Feedback Audience Community	*Digital Productivity Tools*
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Connect to ELA units. Connect to science and social studies topics.	The teacher is the only audience of finished work.
Connections to Prior Units:	**Connections to Future Units:**
Continuation of module in Grade 2	Continuation of module in Grade 4

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
5.1 ACTION 7 EXPRESSION > Expression & Communication: Use multiple media for communication	- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Use physical manipulatives (e.g., blocks, 3D models) - Use interactive web tools (e.g., storyboards, comic strips, animation presentations) - Solve problems using a variety of strategies

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
2-3.3: speak and write about grade-appropriate complex literary and informational texts and topics	With prompting and supports: • I can deliver short oral presentations… • I can write texts with drawings or illustrations… • I can use academic and domain specific words… about familiar texts, topics, and experiences.

Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
3.Show.1 Use digital productivity tools to showcase information and learning	I can show my learning in different ways.	Create a product that showcases learning.	Digital Productivity Tools
3.Show.2	I can draw, write, type or use	Use a variety of tools to	Digital Productivity Tools

Share work digitally or in groups to discuss products	video to share learning with a group.	share learning and participate in networking.	
3.Show.3 Include a reference to where information was found during creation of a product.	I can responsibly share new information in the way that works best for my audience.	Ethically and legally share new information through best means for the intended audience.	Digital Productivity Tools