



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	2
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 (CCS) • 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				
RL 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			P	
RI 2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		P		
RI 5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		P	S	
RI 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		S		
RI 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			P	
W 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				P
W 7		P	P	

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).				
W 8 Recall information from experiences or gather information from provided sources to answer a question.	P	P		
SL 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 				P
SL 5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				S
American Association of School Librarian Standards (AASL) & International Society for Technology in Education Standards (ISTE)				
I. Inquire (AASL) Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.				
AASL		P	P	

<p>I.A.1-2 Think</p> <p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. <p>ISTE</p> <p>1. Empowered Learner</p> <ol style="list-style-type: none"> a. 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. <p>3. Knowledge Constructor</p> <ol style="list-style-type: none"> a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and 				
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solutions.				
AASL I.B. 1 Create Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. ISTE 4. Innovative Designer a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.		P		
AASL I.B.3 Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. ISTE 4. Innovative Designer Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.				P
AASL I.C.2-3 Share				S

<p>Learners adapt, communication, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> 2. Providing constructive feedback. 3. Acting on feedback to improve. <p>ISTE</p> <p>1. Empowered Learner</p> <ol style="list-style-type: none"> c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. d. 				
<p>AASL</p> <p>I.D.1-4 Grow</p> <p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. <p>ISTE</p> <p>3. Knowledge Constructor</p> <ol style="list-style-type: none"> d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 		S	P	
II. Include (AASL)				

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.				
AASL II.A.2 Think Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. ISTE Not Applicable		S	S	
III. Collaborate (AASL) Work effectively with others to broaden perspectives and work toward common goals				
AASL III.B.1 Create Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none"> Using a variety of communication tools and resources. ISTE 1. Empowered Learner <ol style="list-style-type: none"> Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 6. Creative Communicator <ol style="list-style-type: none"> Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 7. Global Collaborator				P

b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.				
AASL III.D.1 Grow Leaners actively participate with others in learning situations by: <ol style="list-style-type: none"> 1. Actively contributing to group discussions. ISTE 1. Empowered Learner <ol style="list-style-type: none"> b. Students build networks and customize their learning environments in ways that support the learning process. 7. Global Collaborator <ol style="list-style-type: none"> c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 				S
IV. CURATE (AASL) Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
AASL IV.A.1-3 Think Learners act on an information need by: <ol style="list-style-type: none"> 1. Determining the need to gather information. 2. Identifying possible sources of 		P		

<p>information.</p> <p>3. Making critical choices about information sources to use.</p> <p>ISTE</p> <p>3. Knowledge Constructor</p> <p>c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>				
<p>AASL</p> <p>IV.B.1-4 Create</p> <p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. <p>ISTE</p> <p>6. Creative Communicator</p> <p>a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</p> <p>b. Students create original works or</p>		S		

<p>responsibly repurpose or remix digital resources into new creations</p> <p>c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>d. Students publish or present content that customizes the message and medium for their intended audiences.</p>				
V. EXPLORE (AASL) Discover and innovate in a growth mindset developed through experience and reflection.				
AASL 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. ISTE 3. Knowledge Constructor d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 6. Creative Communicator c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.			P	

<p>V.C.1 Share</p> <p>Learners engage with the learning community by:</p> <ol style="list-style-type: none"> 1. Expressing curiosity about a topic of personal interest or curricular relevance. <p>ISTE</p> <p>7. Global Collaborator</p> <ol style="list-style-type: none"> b. Students use collaborative technologies to work with others, including peers experts or community members to examine issues and problems from multiple viewpoints. c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. 			S	
<p>VI. ENGAGE (AASL)</p> <p>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p>				
<p>AASL</p> <p>VI.A.1-3 Think</p> <p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> 1. Responsibly applying information, technology, and media to learning. 	P	P		

<p>2. Understanding the ethical use of information, technology, and media.</p> <p>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>ISTE</p> <p>2. Digital Citizen</p> <p>c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</p>				
<p>AASL</p> <p>VI.B.1-2 Create</p> <p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>1. Ethically using and reproducing others' work.</p> <p>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>ISTE</p> <p>2. Digital Citizen</p> <p>c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</p>	P	S		
<p>AASL</p> <p>VI.C.1-2 Share</p> <p>Learners responsibly, ethically, and legally share new information with a global</p>	P			P

<p>community by:</p> <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. <p>ISTE</p> <ol style="list-style-type: none"> 2. Digital Citizen <ol style="list-style-type: none"> c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property 6. Creative Communicator <ol style="list-style-type: none"> d. Students publish or present content that customizes the message and medium for their intended audience. 				
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P indicates standard will be a priority for the unit; S indicates a supporting standard

Module 1 Digital Citizenship

Essential Questions:

1. What are the rules for using school technology?
2. Why is it important to let people know when I “borrow” information from a source?
3. How do I let people know I “borrowed” ideas from sources?
4. How do I recall or locate information in order to answer a question?

UNWRAPPED STANDARDS

Standard		Type of 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 Appropriateness
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
VI.B.1-2 Engage: Create	I.A.1-2 Learners use valid information and reasoned conclusions to make		Content Knowledge		Authorship Acknowledging Reproducing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		

	<p>ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 		Product development		
		X	Learning Behavior		
VI.C.1-2 Engage: Share	<p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. 		Content Knowledge		Modification
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

Module 1 Digital Citizenship

Essential Questions:

1. What are the rules for using technology?
2. Why is it important to let people know when I “borrow” information from a source?
3. How do I let people know I “borrowed” ideas from sources?
4. How do I recall or locate information in order to answer a question?

CCS/AA SL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
V1.A.1-3 Engage : Think	Understand ethical and legal guidelines for technology use and apply this understanding to their learning.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"><u>Lesson</u>: School Technology Rules
		X	Constructed Response	ISTE 2. Digital Citizen C. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.								
		X	Performance									
		X	Observation									

VI.B.1-2 Engage : Create	Respectfully use and reproduce other's work by giving credit to author's.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"> • <u>Lesson</u>: How would you feel if someone copied your writing and told everyone it was his or hers? • <u>Lesson</u>: Create Mini Citations (Including Book Title and Author) • <u>Lesson</u>: Leaving a Trail (students create a mini works cited page called sources used)
			Constructed Response	CT Core Standards W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ISTE 2. Digital Citizen c. 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 Engage Share	Share information resources in accordance with modification, reuse, and remix policies.		Selected Response		Reading		Writing		Math	X	Tech.	<ul style="list-style-type: none"> • <u>Lesson</u>: Sharing Links to Favorite Pebble Go Articles
			Constructed Response	ISTE 2. Digital Citizen c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property 6. Creative Communicator d. Students publish or present content that customizes the message and medium for their intended audience.								
		X	Performance									
		X	Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> ideas and information can't be stolen there are no rules for using technology behaving ethically when using technology is different than behaving ethically in the "real world" you can be mean on the internet 	<ul style="list-style-type: none"> what are rules and why do they exist there are different types of information sources (books, videos, websites and others) sources are used to create reports 	<p>VI.B.1-2 Engage: Create I.A.1-2</p> <p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. <ul style="list-style-type: none"> students can use nonfiction sources to create an informational Google slide show that includes a mini works cited page 	<ul style="list-style-type: none"> students can use Google drawing to create an infographic that shows what they learned about digital citizenship or borrowing information

RESOURCES
<ul style="list-style-type: none"> library books eBooks

- PebbleGo database
- writer's workshop informational writing units
- G Suite
- Technology – Computer Lab – Chromebooks
- Common Sense Old Curriculum Unit 3 Lesson 1 Powerful Passwords – Lesson 2 My Online Community – Lesson 3 – Things for Sale – Lesson 4 – Show Respect Online – Lesson 5 Writing Good eMails

Module 2 Inquiry (Research)

Essential Questions:

1. How can I write research questions?
2. What steps do I use to complete a research project?
3. How do I use sources to answer questions?
4. How do I pick the best source to answer a research question?
5. How do I identify what different paragraphs are mainly about?

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: Think	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.		Content Knowledge		Curiosity Recall
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
I.B. 1 Inquire: Create	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate		Content Knowledge		Engage Knowledge Evidence
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		

	questions.	X	Product development		Investigate
		X	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		Information Gather Determine Identify Sources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
		X	Learning Behavior		
VI.A.1-3 Engage Think	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.		Content Knowledge		Ethical Legal Technology Media Accurate Valid
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
		X	Learning Behavior		

MODULE 2 Inquiry (Research)

Essential Questions:

1. How can I write research questions?
2. What steps do I use to complete a research project?
3. How do I use sources to answer questions?
4. How do I pick the best source to answer a research question?
5. How do I identify what different paragraphs are mainly about?

				<p>demonstrate meaningful connections or conclusions.</p> <p>d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>								
I.B. 1 Inquire: Create	Use evidence to investigate questions.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"> • PebbleGo Scavenger Hunt Activities • Follett eBook Scavenger Hunt Activities • Complete Baby “GRE”
			Constructed Response	<p>W 2.8</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ISTE</p> <p>4. Innovative Designer</p> <p>a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>								
		X	Performance									
		X	Observation									
IV.A.1-3 Curate: Think	Identify a need to gather information and select appropriate sources to collect information.	X	Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"> • analyze several PebbleGo articles and select the best article to answer a question • complete “baby gre”
			Constructed Response	<p>RI 2.5</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W 2.7</p> <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>								
			Performance									
			Observation									
			Performance									
			Observation									

				ISTE 3. Knowledge Constructor c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.								
VI.A.1-3 Engage Think	Follow ethical and legal guidelines for gathering and using information.	X	Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none">complete “baby gre” and include sources used page
			Constructed Response	W 2.8 Recall information from experiences or gather information from provided sources to answer a question. ISTE 2. Digital Citizen c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property								
			Performance									
			Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> everything on the internet is true most school projects can be finished quickly 	<ul style="list-style-type: none"> basic technology skills (Google Slides, Google Drawing, Navigating, Google 	I.D.1-4 Grow Learners participate in an ongoing inquiry-based process by: <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. 	<ul style="list-style-type: none"> students can develop research questions about

<ul style="list-style-type: none"> computers are mostly used for playing games It's okay to copy from a source word for word 	Classroom) <ul style="list-style-type: none"> reading comprehension understanding plagiarism 	3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. <ul style="list-style-type: none"> Students chose their own topic and create a research project using a Google Slides or Google Drawing template. 	topics they choose <ul style="list-style-type: none"> students can select "baby gre" topic from a list of topics
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RESOURCES
Writer's Workshop Informational Writing Units PebbleGo eBooks Library Books G Suite Computers and Chromebooks

Module 3 Growth (Curiosity, Discovery)
Essential Questions: <ol style="list-style-type: none"> How do I write questions about topics I am curious about? How do I explore information about different aspects of a topic I am curious about?

3. How can I grow as a reader by reading widely and deeply in multiple formats?

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: Think	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.		Content Knowledge		Recall Reflections What I know
		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		Process Seek Real-world Connections
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.A.1 Engage 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		Curiosity
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

Module 3 Growth (Curiosity and Discovery)

Essential Questions:

- How do I write questions about topics I am curious about?

- | |
|---|
| 2. How do I explore information about different aspects of a topic I am curious about?
3. How can I grow as a reader by reading widely and deeply in multiple formats? |
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CCS/AA SL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes								Common Learning Experiences
I.A.1-2 Inquire: Think	Display curiosity by formulating questions and recalling prior knowledge about topics.		Selected Response	X	Reading	X	Writing		Math	X	Tech.	<ul style="list-style-type: none"> • KWL Charts • write questions prior to reading or listening to books • use Google forms to compile a list of the questions all the students have • use Google docs to create a numbered list with each student's top 5 questions (include images)
			Constructed Response	<p>W 2.7</p> <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W 2.8</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ISTE</p> <p>1. Empowered Learner</p> <p>a. 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.</p> <p>3. Knowledge Constructor</p> <p>a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.</p> <p>b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>c. Students curate information from digital resources using a</p>								
		X	Performance									
			Observation									

				grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
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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	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> it is easy to use the internet to find the correct answer to a question there is only one correct answer to a question 	<ul style="list-style-type: none"> how to write questions (who, what, where, when, why, how etc...) reading comprehensions skills (locating information) 	<p>I.A.1-2 Inquire: Think</p> <p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> Formulating questions about a personal interest or a curricular topic. <ul style="list-style-type: none"> Students challenge each other to answer each other's questions. 	<ul style="list-style-type: none"> throughout the unit, students will focus on developing and answering questions based on their interests and curiosity

RESOURCES
Reading/Writing Journals PebbleGo eBooks Library Books G Suite Computers and Chromebooks
Module 4 Show (Presentation of Information)
<p>Essential Questions:</p> <ol style="list-style-type: none"> How do I interact with others to discuss second grade topics?

2. How can I use technology to “show what I know”?

UNWRAPPED STANDARDS

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

UNIT 4 ESSENTIAL QUESTIONS

Essential Questions:

1. How do I interact with others to discuss second grade topics?
2. How can I use technology to “show what I know”?

				platforms and tools for meeting the desired objectives of their creation or communication.								
				7. Global Collaborator b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.								
VI.C.1-2 Engage Share	Share information resources in accordance with modification, reuse, and remix policies.		Selected Response		Reading		Writing		Math		Tech.	• add images to presentation or doc
			Constructed Response	W 2.8 Recall information from experiences or gather information from provided sources to answer a question. ISTE 2. Digital Citizen c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property 6. Creative Communicator d. Students publish or present content that customizes the message and medium for their intended audience.								
			Performance									
		X	Observation									
			Observation									

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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	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> students can't work on the same document simultaneously 	<ul style="list-style-type: none"> inserting images experience work with groups and following rules for collaborating 	<p>I.C.2-3 Share Learners adapt, communication, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> Providing constructive feedback. Acting on feedback to improve. <ul style="list-style-type: none"> students can make comments on other students digital projects 	<ul style="list-style-type: none"> students can decide what type of graphic they will create students can decide what classmates can modify their graphics

RESOURCES
G Suite