Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grades 9-10 Library Media	Library Media	**Grades 9-10**	

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	**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 **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

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to *Completed Equity Audit*
	Grades 9-12 Library Media Equity Audit

Standard Matrix

District Learning Expectations and Standards	MODULE 1 DIGITAL CITIZENSHIP	MODULE 2 INQUIRY (RESEARCH)	MODULE 3 GROWTH (CURIOSITY AND DISCOVERY)	MODULE 4 SHOW (PRESENTATION OF INFORMATION)
CT Core Standards				
W/WHST 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.				S
W/WHST 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		P		
W/WHST 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	S	P		
SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		P		
SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				P
American Association of School Librarian Standards (AASL)				
INQUIRE: 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.		P		

ISTE *1. Empowered Learner* *1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.* *3. Knowledge Constructor* *3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.* *3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.* *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.* *3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*				
I.B.1 Think Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. *NO ISTE CORRELATION*		P		
1.B.3 Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. *ISTE* *4. Innovative Designer* *4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*				P
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. *ISTE* *3. Knowledge Constructor* *3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*			P	
Collaborate				

Course Name (BOE Approved Date)

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. *ISTE* *1. Empowered Learner* *1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.* *6. Creative Communicator* *6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.* *7. Global Collaborator* *7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.*				P
Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
IV.A.1-3 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. *ISTE* *3. Knowledge Constructor* *3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*	P			
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. *ISTE*	P			

Course Name (BOE Approved Date)

6. Creative Communicator *6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.* *6b. Students create original works or responsibly repurpose or remix digital resources into new creations.* *6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.* *6d. Students publish or present content that customizes the message and medium for their intended audiences.*				
EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.				
V.A.1 Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.			P	
V.A.3 Think Learners develop and satisfy personal curiosity by: 3. Engaging in inquiry-based processes for personal growth. *ISTE* *3. Knowledge Constructor* *3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*			S	
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. *NO ISTE CORRELATION*			S	
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.	P			S

3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. 2. *ISTE for Students: Digital Citizen* *2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*				
VI.B.1-2 Create Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. *ISTE* 2. *Digital Citizen* *2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*	P	S		
VI.C.1 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 means appropriate for the intended audience *ISTE* 2. *Digital Citizen* *2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.* 6. *Creative Communicator* *6d. Students publish or present content that customizes the message and medium for their intended audience.*	P	S		P

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: Inquiry (Research)](#)
[Module 3: Growth (Curiosity/Discovery)](#)
[Module 4: Show (Presentation of Information)](#)

Unit Title:
Module 1: Digital Citizenship

Relevant Standards: Bold indicates priority
AASL: **VI.A.1-2 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.** **VI.B.1-2 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.** **VI.C.1-2 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 means appropriate for the intended audience.** **ISTE:** **2 Digital Citizen, 2c.** *Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.* *CCSS:* *W/WHST 9-10.8* Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Question(s):	Enduring Understanding(s):
● How can I follow a standard format for citation? ● How can I combine credible and accurate information from diverse media sources?	I can use information responsibly and ethically.

Demonstration of Learning:	Pacing for Unit
Culminating activities dependent on subject area partnership. Options could include: ● Work cited page ● In-text citation	Pacing of unit is dependent on classroom teacher schedule/request.

Family Overview (link below)	Integration of Technology:
[Digital Citizenship Resources for Family Engagement](#)	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):
Cite, ethical, media, credibility, source, plagiarism, intellectual property, creative commons, copyright, references	● Common Sense Media ● Noodle Tools ● Google Citation Generator

Course Name (BOE Approved Date)

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Any discipline requiring research, or sharing knowledge learned from other sources	- URLS are enough for a citation. - Media (pictures, videos, songs) does not need to be cited. - If I cannot find an immediate answer to my question by Googling it, I need to change my topic. - If I put something in quotes, I'm not plagiarizing.

Connections to Prior Units:	Connections to Future Units:
Connections to: - Grade 6-8 Digital Citizenship activities - Grade 6-8 Citation creation	Connections to: Determining citation styles (MLA, APA) based on content requirements

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Expression & Communication 5.3	Provide scaffolds that can be gradually released with increasing independence and skills

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	See italicized targets below.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
	I can create a work cited page.	☐ I can use Google Citation Generator or Noodle Tools to create a citation for a source.	Noodle Tools Google Docs
	I can use in-text citations.	☐ I can use Google Citation Generator or Noodle Tools to create an in-text citation for a source. ☐ I can insert in-text citations when I paraphrase or use a direct quotation from a source.	Noodle Tools Google Docs
	I can select and use an appropriate digital medium to present content to my	☐ I can create a Google Doc, Google Slide or	Google Doc Google Slide

	audience.	Canva (or teacher requested platform) to show information learned. ☐ I can include appropriate citations in my final product.	Canva

Unit Title:
Module 2: Inquiry (Research)

Relevant Standards: Bold indicates priority

AASL:
I.A.1-2 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
I.B.1 Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.
IV.A.1-3 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 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.
VI.B.1-2 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.
VI.C.1 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 means appropriate for the intended audience.

ISTE:
1. Empowered Learner
1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. Digital Citizen
2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
3. Knowledge Constructor
3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
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.
3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
6. Creative Communicator
6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
6d. Students publish or present content that customizes the message and medium for their intended audiences.

CCSS:
W/WHST 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W/WHST 9-10.8 Gather relevant information from multiple authoritative print and digital sources, suing advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SL.2 --Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally evaluating the credibility and accuracy of each source.

Essential Question(s):	Enduring Understanding(s):
- How can I conduct research projects to answer a question or solve a problem? - How can I narrow or broaden my inquiry appropriately? - How can I synthesize multiple sources on a subject? - How can I gather relevant information from a variety of authoritative sources? - How can I use search terms effectively? - How can I use advanced searches effectively? - How can I assess the strengths and limitations of each source in terms of task, purpose, and audience?	Research is a multi-step process.

Demonstration of Learning:	Pacing for Unit
Culminating activities dependent on subject area partnership. Options could include: - Work cited page - In-text citation - Research product	Pacing of unit is dependent on classroom teacher schedule/request.

Family Overview (link below)	Integration of Technology:
[Library Learning Resources](#) [Research and Citing](#)	*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):
Evaluation, accuracy, authority, credibility, source, purpose, validity, currency, URL, domain name, relevance,	- Noodle Tools - Google Citation generator - Google docs, slides - Databases

bias, objective, publisher, subject headings, reference, database	

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
Any discipline requiring research, or sharing knowledge learned from other sources	- They can't put anything on the internet that isn't true. - Commercially sponsored information is objective and balanced. - You can always get balanced information from one source. - Websites are the same as webpages. - Website names start with "www". - All. orgs are good sources.

Connections to Prior Units:	**Connections to Future Units:**
Connections to: Grades 6-8 GREs	Connections to: Grades 11-12 research varies by subject/teacher request

Differentiation through *Universal Design for Learning*	

UDL Indicator	**Teacher Actions:**
Action & Expression 6.3	- Provide graphic organizers and templates for data collection and organizing information - Provide checklists and guides for note-taking

Supporting Multilingual/English Learners	

Related *CELP standards:*	**Learning Targets:**
9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.	See italicized learning targets below.

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
1	*I can develop a research question and select appropriate search terms.*	☐ I can create an open-ended question about my topic. ☐ I can identify key terms to narrow my search.	Boolean phrases
	I can use strategies to effectively	☐ I can use C.R.A.A.P.	Internet access

		(or other tool) as a strategy to choose relevant websites. ☐ I can use database(s) to search for information about my topic.	Sources list Database access
	I can use tools to create a proper citation. I can create a work cited page to give credit to my sources.	☐ I can use Google Citation Generator or Noodle Tools to create a citation(s) for a source.	Google Docs Noodle Tools
	I can use my research notes to create a published product.	☐ I can use a structure to organize my notes. ☐ I can select an appropriate platform to show my learning.	Graphic organizer for notes Platform options- Canva, Google Doc/slides, other as assigned by teacher

Unit Title:
Module 3: Growth (Curiosity/Discovery)

Relevant Standards: Bold indicates priority
AASL: **I.D.1-4 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions**   **V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.**   V.A.3 Engaging in inquiry-based processes for personal growth.   V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.   ISTE: *Knowledge Constructor*   *3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*

Essential Question(s):	Enduring Understanding(s):
1. How can I apply research project skills to personal interests? 2. How can I collaborate with other learners when researching topics of personal interest?	Reading is learning. Exploring interests is an important part of personal growth.

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

Demonstration of Learning:	Pacing for Unit
Students select/check out books and utilize the Library (with a class or independently).	Pacing of unit is dependent on classroom teacher and/or student schedule/request.

Family Overview (link below)	Integration of Technology:
▶️ Getting Started with Students Tutorial - Follett Des...	*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, Subject Headings, Call Numbers, renew	- Destiny - Sora

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Any discipline requiring independent learning/research, or sharing knowledge learned from other sources.	**Students will apply research criteria when inquiring for personal interests and growth.** **Students know how to appropriately interact in online discussions/ collaborations.** **Books are only for schoolwork.**

Connections to Prior Units:	Connections to Future Units:
Connections to: Grades 6-8 book talks, book reviews, self-generated projects	Connections to: College and career exploration

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
**Recruiting Interest	Checkpoints 7.1**	Provide learners with as much discretion and autonomy as possible by providing choices in the context or content used for practicing and assessing skills.

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
12.1 An EL can construct meaning from oral presentations and **literary** and informational text through grade appropriate listening ,**reading**, and viewing.	See italicized learning targets below.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	I can locate information on a topic of interest.	☐ I can use Destiny to search for information. ☐ I can use effective online search strategies to locate information. ☐ I can use a Library database to search for information.	Destiny Internet Databases
	I can choose reading material for personal enjoyment.	☐ I can use Destiny and Sora to locate books, ebooks and audiobooks.	Destiny Sora
	I can collaborate with others to conduct research.	☐ I can work with classmates to complete a task.	Google Doc

Unit Title:
Module 4: Show (Presentation of Information)
Relevant Standards: Bold indicates priority
AASL: **I.B.3 Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.**   **III.B.1 Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.**   **VI.C.1-2 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 means appropriate for the intended audience.**   VI.A.1-3 Follow ethical and legal guidelines for gathering and using information by 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3.Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.   ISTE: *Innovative Designer*   *4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.*   *Empowered Learner*

1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
Creative Communicator
6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
Global Collaborator
7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
Digital Citizen
2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
Creative Communicator
6d. Students publish or present content that customizes the message and medium for their intended audience.

CCSS:
SL.5 -- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
W/WHST 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Question(s):	Enduring Understanding(s):
1. How can I use technology to produce, publish, and update writing products in response to ongoing feedback, new arguments, and new information? 2. How can I strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest?	There is more than one way to demonstrate learning.

Demonstration of Learning:	Pacing for Unit
Culminating activities dependent on subject area partnership. Options could include: ● Google Slide/doc ● Canva ● Audio or visual recording	Pacing of unit is dependent on classroom teacher schedule/request.

Family Overview (link below)	Integration of Technology:
[5 Reasons Multimedia Presentations Are a Classroom Must	Common Sense Education](#)	*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):
Remix Creative commons Plagiarism	● Google Suite ● Canva ● [Creative Commons](#)

Cite
Ethical
Credibility
Intellectual Property
Creative Commons
Copyright
E-mail
Electronic Forum
Electronic Chat

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Any discipline requiring presentation of information or creation to express oneself on a topic.	- All multimedia is created equal. - There doesn't need to be criteria for the multi-media I add to my work.

Connections to Prior Units:	Connections to Future Units:
Connects to: Grades 6-8 presentation, speech, digital media tools, Creative Commons lesson	Connects to: Grades 11-12 culminating projects or mastery credit

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Action & Expression 5.1	Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
An EL can speak and write about Grade-appropriate complex literary and informational texts and topics.	See italicized learning target below.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	*I can effectively use technology to demonstrate my learning.*	☐ I can use my notes/class material to make a plan for a final product. ☐ I can create a [Google slide, Google doc, Canva, recording,	Google Suite Canva

		other] that gives information on the topic.	
	I can give and receive feedback with classmates and/or teachers.	☐ I can complete a rubric to help review my own and a classmate's product.	Rubric
	I can apply digital citizenship skills when creating/sharing projects.	☐ I can locate creative commons materials for use in my projects ☐ I can give credit to outside sources/materials used in my finished project.	Citation generating app (Noodletools)