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	7
Department Goals	• 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	• International Society for Technology in Education (ISTE) • CT Core Standards (CCSS) • American Association of School Librarians (AASL)

District Learning Expectations and Standards	UNIT 1 DIGITAL CITIZENSHIP	UNIT 2 INQUIRY (RESEARCH)	UNIT 3 GROWTH (CURIOSITY AND DISCOVERY)	UNIT 4 SHOW (PRESENTATION OF INFORMATION)
CT Core Standards				
RI 7.2 Determine **two or more** central ideas in a text and **analyze their development** over the course of the text; provide an **objective** summary of the text.		P		P
W 7.6 Use technology, including the Internet, to produce and publish writing and **link to and cite sources** as well as to interact and collaborate with others, **including linking to and citing sources.**				P
W 7.7 Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.**		P	P	
W 7.8 Gather relevant information from multiple print and digital sources, **using search terms effectively;** assess the credibility **and accuracy** of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and **following a standard format for citation.**	P	P		
W 7.9 Draw evidence from informational texts to support analysis, reflection, and research.		P		

SL 7.2 **Analyze the main ideas and supporting details presented** in diverse media and formats (e.g., visually, quantitatively, orally) and explain how **the ideas clarify** a topic, text, or issue under study.		P		P
American Association of School Librarian Standards (AASL)				
Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.				
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. *ISTE* *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*		P	P	
I.B.1 Create		P		

Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. *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.*				
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* *4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*				P
I.C.2-3 Share Learners adapt, communicate and exchange learning products with others in a cycle that includes: 2. Providing constructive feedback 3. Acting on feedback to improve *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.*			S	
I.D.1-4 Grow Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry.			P	

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.*				
Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.				
II.A.2 Think Learners contribute a balanced perspective when participating in a learning community by: 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. *ISTE* *N/A*			P	
Collaborate 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. *ISTE* *6. Creative Communicator* *6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*	P			P

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.*				
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* *6. Creative Communicator* *6a. Students choose the appropriate platforms*		P		

and tools for meeting the desired objectives of their creation or communication				
EXPLORE				
Discover and innovate in a growth mindset developed through experience and reflection.				
V.A.1, 3 Think Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 3. Engaging in inquiry-based processes for personal growth. *ISTE* *6. Creative Communicator* *6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.*		S	S	
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. *ISTE* *7. Global Communicator* *7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*		S	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:	P	P		

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* *2. 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			P
VI.C.1-2 Share Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.	P			P

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 indicates standard will be a priority for the unit; S indicates a supporting standard

Module 1 Digital Citizenship

1. What are the various types of digital media?
2. How do we use different types of media appropriately and safely?
3. How do I use a standard format of citation to acknowledge the work of others?

UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
III.B.1 Collaborate: Share	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.		Content Knowledge		Communication
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			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	Search terms	Ethical/legal use Evaluate Validity Social/cultural Accuracy
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	Learning Behavior		
VI.B.1-2 Engage: Create	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship	√	Content Knowledge	Intellectual property	Decision Authorship Respect Quote Paraphrase Plagiarism Citation
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	Learning Behavior		

AASL Standard #	Objective(s)	Summative Assessment Strategy	Additional Student Outcomes				Common Learning Experiences

	and demonstrating respect for the intellectual property of others.						
VI.C.1-2 Engage: Share	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.		Content Knowledge				Modify Reuse Remix Audience
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)				
			Physical Skill				
			Product development				
		√	Learning Behavior				

MODULE 1 ESSENTIAL QUESTIONS
1. What are the various types of digital media?
2. How do we use different types of media appropriately and safely?
3. How do I use a standard format of citation to acknowledge the work of others?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes							Common Learning Experiences
III.B.1 Create: Collaborate	Use a variety of communication tools and resources to work effectively with others		Selected Response	Reading		√	Writing	Math	√	Tech.	Shared Google doc/slides Digital Citizenship Activity
			Constructed Response	*ISTE* *6. Creative Communicator* *6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.* *7. Global Collaborator*							
		√	Performance								
			Observation								

					7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.			
VI.A.1-3 Think: Engage	Understand the ethical use of and responsibly evaluate and apply information, technology and media to learning		Selected Response	√ Reading √ Writing ☐ Math √ Tech.				Assess the credibility of sources Digital Citizenship Activity
		√	Constructed Response	*ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property*				
			Performance					
			Observation					
VI.B.1-2 Create: Engage	Acknowledge authorship and ethically use and reproduce others' work		Selected Response	☐ Reading √ Writing ☐ Math √ Tech.				Generate works cited page Digital Citizenship Activity
		√	Constructed Response	W 7.8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and **following a standard format for citation.** *ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property*				
		√	Performance					
			Observation					
VI.C.1-2 Share: Engage	Share information resources in accordance with modification, reuse, and remix policies		Selected Response	☐ Reading ☐ Writing ☐ Math ☐ Tech.				Presentations: Book trailer, PSA, Virtual Museum, Electronic Poster, etc. Images Creative Commons Digital Citizenship Activity
			Constructed Response	*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.*				
		√	Performance					
			Observation					

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY Or EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OF STANDARDS**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
The URL constitutes a citation	Different ways that students communicate with others (email, text messages, social media, etc.)	III.B.1 **Student-initiated** use of a variety of communication tools and resources to work effectively with others (i.e. student contacting and working collaboratively with an author via social media to have that author work with the class).	Students will create a product (pamphlet, survey, etc.) promoting the use of or exploring the use of various communication tools to/by others.

RESOURCES
Technology

Module 2 Inquiry (Research)

Essential questions:
1. How can I conduct research to answer a question using search terms effectively?
2. How can I gather relevant information from a variety of credible and accurate sources?
3. How do I avoid plagiarism using a standard format for citation?
4. How can I use evidence from a variety of grade appropriate texts to support analysis, reflection, and research?

UNWRAPPED STANDARDS

Competency/Standard		Type of Competency/Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.A.1-2 Inquire: Think	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	√	Content Knowledge		Curiosity Initiative Question Recall Prior/Background knowledge
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	Learning Behavior		
I.B.1 Inquire: Create	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.		Content Knowledge		Engage Evidence Investigate
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			Learning Behavior		
IV.A.1-3 Curate: Think	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.		Content Knowledge		Determine Identify Sources Critical
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	Learning Behavior		
IV.B.1-4 Curate: Create	Learners gather information appropriate to the task by: 1. Seeking a variety of sources.	√	Content Knowledge		Seek Collect Assess
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		

	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.		Product development		Validity Accuracy Priority Topic Systematic Scheme
			Learning Behavior		
V.C.1 Explore: Share	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.		Content Knowledge		Engage Curiosity Relevance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	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 Social/Cultural context
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	Learning Behavior		

MODULE 2 ESSENTIAL QUESTIONS
Essential questions: 1. How can I conduct research to answer a question using search terms effectively? 2. How can I gather relevant information from a variety of credible and accurate sources? 3. How do I avoid plagiarism using a standard format for citation? 4. How can I use evidence from a variety of grade appropriate texts to support analysis, reflection, and research?

AASL 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 a topic	√ Selected Response ☐ Constructed Response ☐ Performance √ Observation	√ Reading ☐ Writing ☐ Math ☐ Tech. *ISTE* *3. Knowledge Constructor* *3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.*	Questioning/engagement activity Brainstorming
I.B.1 Inquire: Create	Use evidence to investigate questions	☐ Selected Response √ Constructed Response ☐ Performance √ Observation	☐ Reading √ Writing ☐ Math ☐ Tech. W 7.9 Draw evidence from informational texts to support analysis, reflection, and research. *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.*	Notetaking Identify text to support inquiry Noodletools Notecards
IV.A.1-3 Curate: Think	Identify appropriate sources	☐ Selected Response √ Constructed Response √ Performance ☐ Observation	√ Reading ☐ Writing ☐ Math √ Tech. W 7.7 Conduct short research projects to answer a question, drawing on several sources *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.*	Types of sources Database vs. websites

IV.B. 1-4 Curate: Create	Seek, collect, question, assess, and organize information		Selected Response	√	Reading	√	Writing		Math	√	Tech.	Notetaking

			Constructed Response	RI 7.2 Determine **two or more central ideas** in a text and **analyze their development** over the course of the text; provide an **objective** summary of the text. W 7.7 Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.** W 7.8 Gather relevant information from multiple print and digital sources, **using search terms effectively;** assess the credibility **and accuracy** of each source. *ISTE* *6. Creative Communicator* *6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication*	Notetaking Web evaluation Pathfinder Destiny Research process presentation GRE

IV.B. 1-4 Curate: Create — Seek, collect, question, assess, and organize information

Assessment: Selected Response; Constructed Response; Performance √; Observation

Standards codes: Reading √ | Writing √ | Math | Tech. √

RI 7.2
Determine **two or more central ideas** in a text and **analyze their development** over the course of the text; provide an **objective** summary of the text.
W 7.7
Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.**
W 7.8
Gather relevant information from multiple print and digital sources, **using search terms effectively;** assess the credibility **and accuracy** of each source.
ISTE
6. Creative Communicator
6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication

Resources: Notetaking, Web evaluation, Pathfinder, Destiny, Research process presentation, GRE

V.C.1 Explore: Share — Express curiosity about a topic

Assessment: Selected Response; Constructed Response; Performance; Observation √

Standards codes: Reading | Writing | Math | Tech. √

SL 7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ISTE

Resources: Class discussion, Listening/viewing, Determining point of view/bias, Topic selection activity, Renaissance Intro activity

				7. Global Communicator 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
VI.A.1-3 Engage: Think	Follow ethical and legal guidelines for gathering and using information		Selected Response	Reading √ · Writing · Math √ · Tech.	Noodletools Citation Plagiarism Presentation
			Constructed Response	W 7.8 Avoid plagiarism and **following a standard format for citation.** *ISTE* *2. Digital Citizen* *2c. 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 Or EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OF STANDARDS**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Everything on the Internet is true. I can get all of my information for research from one source. Copying and pasting is note taking.	A citation requires more than a URL. Summarize and paraphrase. Note taking.	IV.B. 1-4 **Students self-identify the need** to seek, collect, question, assess, and organize information about other topics to make comparisons about previous information learned.	Provide menu of options for demonstration of learning (digital, art, oral presentation, etc.)

RESOURCES
Digital and print resources Technology Question Formulation Technique (QFT)

MODULE 3 Growth (Curiosity, Discovery)				
1. How do I use curiosity from past experiences to discover new learning? 2. How do I refocus my inquiry by generating additional, related, focused questions? 3. How do I develop and communicate my own perspective? 4. How can I grow as a reader by reading widely and deeply in multiple formats?				
UNWRAPPED STANDARDS				
Competency/Standard		**Type of Competency/Standard**		**Concepts and Disciplinary-Specific Vocabulary**	**Academic Vocabulary**

Competency/Standard		**Type of Competency/Standard**		**Concepts and Disciplinary-Specific Vocabulary**	**Academic Vocabulary**
I.A.1-2 Inquire: Think	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.		Content Knowledge		Curiosity Prior knowledge New meaning
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		√	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		Seek Inquiry Connections Decisions
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			Learning Behavior		
II.A.2 Include: Think	Learners contribute a balanced perspective when participating in a learning community by: 2. Adopting a discerning stance towards points of view and opinions expressed in information resources and learning products.		Content Knowledge		Perspective Stance Point of view Opinion
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			Learning Behavior		
V.A.1 Think	Learners develop and satisfy personal curiosity by:		Content Knowledge		
		√	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.		Physical Skill		
			Product development		
		√	Learning Behavior		

MODULE 3 ESSENTIAL QUESTIONS
1. How do I use curiosity from past experiences to discover new learning?
2. How do I refocus my inquiry by generating additional, related, focused questions?
3. How do I develop and communicate my own perspective?
4. How can I grow as a reader by reading widely and deeply in multiple formats?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes	Common Learning Experiences
I.A.1-2 Inquire: Think	Formulate questions and draw from background knowledge as the context for new meaning.		Selected Response	Reading | √ Writing | Math | Tech.	Renaissance initiation activity Book talks Question formulation activity: open-ended vs. closed, etc.
			Constructed Response	W 7.7 Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.** *ISTE* *3. Knowledge Constructor* *3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.*	
		√	Performance		
			Observation		
I.D.1-4 Inquire:	Connect and reflect as they continue to seek knowledge		Selected Response	Reading | √ Writing | Math | Tech.	Book talks Student learning plan – what do
			Constructed Response	W 7.7	

Grow	and gain new understandings through inquiry.	√	Performance	Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.** *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.*						you want to know? What do you already know? What resources do you need to find answers?
			Observation							
II.A.2 Include: Think	Adopt a stance based on evidence and contribute a balanced perspective in a learning community.		Selected Response	√ Reading	√ Writing		Math	√ Tech.		Student-led book talks Book reviews Class discussions
		√	Constructed Response							
		√	Performance							
		√	Observation							
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.		Selected Response	√ Reading		Writing		Math	√ Tech.	
			Constructed Response	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
			Performance							
			Observation							

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY Or EXTENSION ACTIVITIES FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY OF STANDARDS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
There is always a right answer (or one answer) to a question It's wrong to question/challenge another person's perspective The teacher is always right	Prior knowledge Different types of questions – who, what, when, where, why, how? Definitions: perspective, bias, point of view Experience participating in class discussions	I.A.1-2 **Students self-generate DoK3 or DoK4** questions and draw from background knowledge as the context for new meaning. Leading book discussions Develop a book trailer Promoting a book through a variety of media	Renaissance initiation activity Student-led book talks Class discussions

RESOURCES
Technology, DOK Wheel

MODULE 4 Show (Presentation of Information)
Essential Questions: 1. How do I communicate what I have learned to my audience? 2. What are the ways I can demonstrate what I have learned to my audience? 3. How do I give credit to other people's work by linking and citing sources in my presentation?
UNWRAPPED STANDARDS

Competency/Standard	Type of Competency/Standard	Concepts and Disciplinary-	Academic Vocabulary

					Specific 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		
				Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
				Physical Skill		
		√		Product development		
				Learning Behavior		
III.B.1 Collaborate: Create	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.			Content Knowledge		Intellectual networks Communication
		√		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
				Physical Skill		
		√		Product development		
				Learning Behavior		
VI.B.1-2 Engage: Create	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.			Content Knowledge		Valid Ethical Authorship Intellectual property
		√		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
				Physical Skill		
				Product development		
		√		Learning Behavior		
VI.C.1-2 Engage: Share	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means			Content Knowledge		Global community Reuse Remix Disseminating
		√		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
				Physical Skill		
		√		Product development		
				Learning Behavior		

	appropriate for the intended audience.		

MODULE 4 ESSENTIAL QUESTIONS
1. How do I communicate what I have learned to my audience?
2. What are the ways I can demonstrate what I have learned to my audience?
3. How do I give credit to other people's work by linking and citing sources in my presentation?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes	Common Learning Experiences
I.B.3 Inquire: Create	Generate products that illustrate learning.		Selected Response	√ Reading √ Writing ☐ Math √ Tech.	Essay Speech Digital presentation
		√	Constructed Response	*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.*	
		√	Performance		
			Observation		
III.B.1 Collaborate: Create	Use a variety of communication tools and resources.		Selected Response	☐ Reading √ Writing ☐ Math √ Tech.	G Suite Digital media presentation tools
		√	Constructed Response	W 7.6 Use technology, including the Internet, to produce and publish writing and **link to and cite sources** as well as to interact and collaborate with others, **including linking to and citing sources.** *ISTE* *6. Creative Communicator*	
		√	Performance		
		√	Observation		

				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.					

Code	Standard		Assessment Type		Content Areas / ISTE		Resources
VI.B.1-2 Engage: Create	Ethically use and reproduce others' work while acknowledging authorship and respect for intellectual property.		Selected Response	Reading √ Writing Math √ Tech.		In-text citation Works cited Creative Commons lesson
		√	Constructed Response	*ISTE* *2. Digital Citizen* *2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property*		
		√	Performance			
		√	Observation			
VI.C.1-2 Engage: Share	Follow established policies to share information through means appropriate for the intended audience.		Selected Response	Reading Writing Math √ Tech.		Creative Commons lesson Digital media presentation tools G Suite
		√	Constructed Response	*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.*		
		√	Performance			
		√	Observation			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE**

	UNIT	DEMONSTRATED PRIOR MASTERY	UNIT
You don't have to cite a picture **"Google" is the citation for a picture** **I can use music if I can find it** **Google is where I get all my information**	**Keyword search** **Plagiarism** **Citation**	VI.B.1-2 **Students** ethically use and reproduce others' work while acknowledging authorship and respect for intellectual property **by contacting the creator for permission.** **Book trailers**	

RESOURCES
Technology