

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 8 Library Media	Library Media	8	NA
Course Description:			
<p>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.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
NA		<p>Media Literacy</p> <ul style="list-style-type: none"> ● 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 <p>Communications and Technology Literacy</p> <ul style="list-style-type: none"> ● Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society <p>Information Literacy</p> <ul style="list-style-type: none"> ● 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 <p>Communication</p> <ul style="list-style-type: none"> ● Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts ● Listen effectively to decipher meaning, including knowledge, values, attitudes and 	

	<p>intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</p> <ul style="list-style-type: none"> Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Communicate effectively in diverse environments (including becoming multilingual)
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to Completed Equity Audit
N/A	Library Media Curriculum Audit

Standard Matrix

Standards	Unit 1	Unit 2	Unit 3	Unit 4
CT Core Standards				
RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		X		X
W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.				X
W 8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		X	X	
W 8.8 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.	X	X		
W 8.9 Draw evidence from informational texts to support analysis, reflection, and research.		X		
SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		X		X
American Association of School Librarian Standards (AASL)				
Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for				

solving problems.				
<p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>I.A.1-2 Think 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> <ol style="list-style-type: none"> 3. Knowledge Constructor <p>3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.</p> <p>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>		X	X	
<p>I.B.1 Create Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. <p>ISTE</p> <ol style="list-style-type: none"> 4. Innovative Designer <p>4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>		X		
<p>I.B.3 Create Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 3. Generating products that illustrate learning. <p>ISTE</p> <ol style="list-style-type: none"> 4. Innovative Designer <p>4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>				X
<p>I.C.2-3 Share Learners adapt, communicate 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> <ol style="list-style-type: none"> 1. Empowered Learner <p>1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>			X	
<p>I.D.1-4 Grow 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> <ol style="list-style-type: none"> 3. Knowledge Constructor <p>3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>			X	

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			X	
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. 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.	X			X
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.		X		
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 and tools for meeting the desired objectives of their creation or communication		X		
EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.				

<p>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.</p>		X	X	
<p>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.</p>		X	X	
<p>ENGAGE 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>VI.A.1-3 Think Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</p>	X	X		
<p>VI.B.1-2 Create Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. ISTE 2. Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</p>	X			X
<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. ISTE</p>	X			X

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.				
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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

[Unit 1: Digital Citizenship](#)

[Unit 2: Inquiry \(Research\)](#)

[Unit 3: Growth \(Curiosity And Discovery\)](#)

[Unit 4: Show \(Presentation Of Information\)](#)

Unit Title:

Unit 1: Digital Citizenship

Relevant Standards: Bold indicates priority

CT Core Standard

W 8.8

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.

AASL Standard

Collaborate - Create

III.B.1

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.

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.

AASL Standard

Engage - Think

VI.A.1-3

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.

ISTE

2. Digital Citizen

2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

AASL Standard

Engage - Create

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.

ISTE

2. Digital Citizen

2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

AASL Standard

Engage - Share

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.
6. Creative Communicator
- 6d. Students publish or present content that customizes the message and medium for their intended audience.

Essential Question(s):	Enduring Understanding(s):																														
<ol style="list-style-type: none"> 1. What are the rights and responsibilities of a digital citizen? 2. What are the various types of digital media? 3. How do we use different types of media appropriately and safely? 4. How do I avoid plagiarism by using a standard format of citation to acknowledge the work of others? 5. How can I responsibly and ethically use artificial intelligence (AI) in school? 	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.																														
Demonstration of Learning:	Pacing for Unit																														
Students will create a digital citizenship PSA (Brochures, Ads or Posters).	addressed throughout the year																														
Family Overview (link below)	Integration of Technology:																														
Family Overview	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.																														
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																														
<table border="0"> <tr> <td>Accuracy</td> <td>Fact Checking Sites</td> </tr> <tr> <td>Acceptable Use Policy</td> <td>Modify</td> </tr> <tr> <td>Artificial Intelligence</td> <td>Paraphrase</td> </tr> <tr> <td>Attribution</td> <td>Plagiarism</td> </tr> <tr> <td>Audience</td> <td>Print/digital sources</td> </tr> <tr> <td>Authorship</td> <td>Public Domain</td> </tr> <tr> <td>Bibliography</td> <td>Publisher</td> </tr> <tr> <td>Citation</td> <td>Quote</td> </tr> <tr> <td>Communication</td> <td>Remix</td> </tr> <tr> <td>Copyright</td> <td>Reproduce</td> </tr> <tr> <td>Creative Commons</td> <td>Respect</td> </tr> <tr> <td>Decision</td> <td>Reuse</td> </tr> <tr> <td>Digital Dilemmas</td> <td>Validity</td> </tr> <tr> <td>Ethical/legal use</td> <td>Works Cited</td> </tr> <tr> <td>Evaluate</td> <td></td> </tr> </table>	Accuracy	Fact Checking Sites	Acceptable Use Policy	Modify	Artificial Intelligence	Paraphrase	Attribution	Plagiarism	Audience	Print/digital sources	Authorship	Public Domain	Bibliography	Publisher	Citation	Quote	Communication	Remix	Copyright	Reproduce	Creative Commons	Respect	Decision	Reuse	Digital Dilemmas	Validity	Ethical/legal use	Works Cited	Evaluate		Technology
Accuracy	Fact Checking Sites																														
Acceptable Use Policy	Modify																														
Artificial Intelligence	Paraphrase																														
Attribution	Plagiarism																														
Audience	Print/digital sources																														
Authorship	Public Domain																														
Bibliography	Publisher																														
Citation	Quote																														
Communication	Remix																														
Copyright	Reproduce																														
Creative Commons	Respect																														
Decision	Reuse																														
Digital Dilemmas	Validity																														
Ethical/legal use	Works Cited																														
Evaluate																															
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																														

<ul style="list-style-type: none"> • Any discipline requiring research or shared knowledge learned from sources. • Any discipline that requires students to work/collaborate in a digital environment. • Social Studies Guaranteed Research Experience Projects (GRE) • English Language Arts summative essays. • Social Studies Inquiry Design Model Projects (IDMs). 	<ul style="list-style-type: none"> • Students are already tech-savvy enough to safely navigate a digital world. • A URL constitutes a citation. • Images do not need attribution. • Everything on the internet is free to use. • Short lessons on digital citizenship are enough for students to learn how to safely navigate a digital world. • Students that understand computer science are good digital citizens. • Privacy settings can fully protect students while they are living in a digital world. • Student actions in the digital world are not permanent. • Students cannot responsibly and ethically use artificial intelligence (AI) in school. • Artificial Intelligence (AI) is foolproof and infallible.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Grade 7 Digital Citizenship Unit 	<ul style="list-style-type: none"> • Grade 9 Digital Citizenship Unit
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>GUIDELINE 7: Recruiting Interest CHECKPOINT 7.1 Optimize Individual Choice and Autonomy</p> <p>GUIDELINE 6: Executive Functions CHECKPOINT 6.3 Facilitate Managing Information and Resources</p>	<p>Provide learners with as much discretion and autonomy as possible by providing choices in such things as:</p> <ul style="list-style-type: none"> • the tools used for information gathering or production • the color, design, or graphics of layouts, etc. <p>Provide learners a variety of internal scaffolds and external organizational aids. For example:</p> <ul style="list-style-type: none"> • 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:
<p>CELP Standard 6-8.2 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.</p>	<p>I can...</p> <ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary. • build on ideas of others. • express ideas clearly. • pose and respond to relevant questions. • add relevant and specific evidence. • summarize the key ideas.

Common Learning Experiences	Learning Target	Success Criteria/ Assessment	Resources
<p>Work in a group to create a set of norms for digital collaboration.</p> <p>Use a digital platform to collaborate in real time and present the digital citizenship norms.</p>	<p>I can appropriately and safely use digital tools to collaborate with others.</p>	<p>I can select a digital platform to meet my collaboration requirements.</p> <p>I can follow a set of guidelines while collaborating with peers in a digital environment.</p> <p>I can use the collaborative features of a digital platform.</p>	<p>Google Productivity Suite Flipgrid Padlet Pear Deck Canva</p>
<p>Create a ratings guide for various collaborative platforms.</p>	<p>I can use various types of digital media.</p>	<p>I can identify the features of various types of digital media.</p> <p>I can identify the pros and cons of various types of digital media.</p>	<p>Google Productivity Suite Flipgrid Padlet Pear Deck Canva</p>
<p>Social Studies Guaranteed Research Experience (GRE)</p> <p>Social Studies Inquiry Design Model Projects (IDMs)</p> <p>English Language Art Summative Essay</p>	<p>I can use a standard format of citation to acknowledge the work of others.</p>	<p>I can use Google to create a citation.</p> <p>I can use Google to create and insert an in-text citation.</p> <p>I can use Google to create a works cited page.</p> <p>I can format an essay using MLA style.</p>	<p>Google Productivity Suite</p> <p>Google Citation and Works Cited Generator</p> <p>Noodle Tools</p>
<p>Creative Commons Digital Art Project</p>	<p>I can understand the benefits of using Creative Commons for sharing creative works.</p>	<p>I can use a digital tool to build a creative work.</p> <p>I can select a Creative Commons license and apply it to my creative work.</p>	<p>Canva</p>
<p>Digital Citizenship PSA Project</p> <p>Format - Presentations, Infographics, Electronic Posters, Screencast, Podcast, Website etc...</p>	<p>I can select and use an appropriate digital platform to present content to my audience.</p>	<p>I can teach others about the rights and responsibilities of a digital citizen.</p> <p>I can include appropriate citations in my final product.</p> <p>I can use the features of a</p>	<p>Google Productivity Suite Flipgrid Padlet Pear Deck Canva</p>

Topics - Media Balance & Well-Being, Privacy & Security, Cyberbullying, Digital Drama, Digital Footprint & Identity, Relationships & Communication etc...		digital platform.	
Digital Dilemmas Activity	I can analyze a digital dilemma scenario and apply my understanding of digital citizenship and online safety to recommend an appropriate course of action.	<p>I can Identify the key issues and ethical considerations present in the digital dilemma scenario.</p> <p>I can demonstrate knowledge of digital citizenship principles like online privacy, cyberbullying, digital footprints, etc.</p> <p>I can explain the potential risks and consequences associated with different choices</p> <p>I can propose a solution that upholds ethical online behavior and internet safety practices.</p> <p>I can justify their recommended approach using logical reasoning and evidence.</p>	<p>Digital Dilemma Cards</p> <p>Google Productivity Suite</p>

Unit Title:

Unit 2: Information and Media Literacy

Relevant Standards: Bold indicates priority

CT Core Standards

RI 8.2

Determine a central idea of a text and **analyze** its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W 8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W 8.8

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.

W 8.9

Draw evidence from informational texts to support analysis, reflection, and research.

SL 8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

AASL Standard

Inquire - Think

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.

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

AASL Standard

Inquire - Create

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

4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

AASL Standard

Curate - Think

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.

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.

AASL Standard

Curate - Create

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.

ISTE

6. Creative Communicator

6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication

AASL Standard**Explore- Think****V.A.1,3**

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.

AASL Standard**Explore - Share****V.C.1**

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.

AASL Standard**Engage - Think****VI.A.1-3**

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.

ISTE

2. Digital Citizen

2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

Essential Question(s):

1. What are the most effective internet search strategies?
2. How can I evaluate search results to refine my searches and select sources?
3. How can I focus my research to answer a question?
4. How can I gather relevant information from a variety of credible and accurate sources?
5. How can I use information from a variety of sources to support claims and answer questions?
6. How can I use lateral reading to verify the accuracy of information online?
7. What criteria can I use for differentiating fake news from credible news?
8. How do I analyze the purpose and motives of diverse media?
9. How can artificial intelligence be used to perform an internet search?
10. How can artificial intelligence be used responsibly?

Enduring Understanding(s):

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

11. How can I effectively use AI prompt craft?	
Demonstration of Learning:	Pacing for Unit
Students will create a short research project..	Addressed throughout the year
Family Overview (link below)	Integration of Technology:
Family Overview	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Accuracy Advanced Search Advertisements Algorithm Artificial Intelligence Audience Author Authority Bias Boolean Operators Corroboration Credible Curate Database Deep Fakes Disinformation Domain Evaluate Fact Fact Checking Sites Filter Bubble Keyword Lateral Media Misinformation Notetaking Opinion Paraphrase Personalized Content Persuasion Point Of View Primary Sources Prompt Craft Propaganda Publisher Purpose Relevance Research Question Reverse Image Search Search Engine Search Engine Optimization Search Queries Source Sponsored Content Timeliness Topic URL Validity Website	Technology
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Any discipline that requires students to research or share knowledge learned from sources. Any discipline that requires students to work in a digital environment. Social Studies Guaranteed Research Experience Projects (GRE) Social Studies Inquiry Design Model Projects (IDMs). 	<ul style="list-style-type: none"> The internet makes it quick and easy to locate information. Typing questions into Google is the best way to locate information. Everything on the internet is true. Everything on the internet is free to use. Privacy does not matter when using the internet to search for information. I can get all of my information for research from one source. Copying and pasting is note taking.
Connections to Prior Units:	Connections to Future Units:

<ul style="list-style-type: none"> Grade 7 Information and Media Literacy Unit Students will use skills from the Grade 8 Digital Citizenship Unit to use a standard format of citation to avoid plagiarism and acknowledge the work of others. 	<ul style="list-style-type: none"> Grade 9 Information and Media Literacy Unit
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Differentiation through [Universal Design for Learning](#)

UDL Indicator	Teacher Actions:
GUIDELINE 2: Language & Symbols CHECKPOINT 2.1 Clarify vocabulary and symbols	<ul style="list-style-type: none"> Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)

Supporting Multilingual/English Learners

Related CELP standards :	Learning Targets:
CELP 6-8.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.	I can... <ul style="list-style-type: none"> conduct short research projects to answer a question. gather information from multiple print and digital sources. use search terms effectively. evaluate the credibility of each source. quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate. integrate information into an organized oral or written report. cite sources. use a standard format for citations.

Common Learning Experiences	Learning Target(s)	Success Criteria/ Assessment	Resources
Using Google Advanced Search	I can use search strategies to conduct effective internet searches.	I can use Google advanced search.	Google Search Engine Google Productivity Suite
T.R.A.A.P. Activity	I can evaluate search results to refine my searches and select sources.	I can determine the timeliness of a website. I can determine the relevance of a website. I can determine the authority of a website. I can determine the accuracy of a website	Search Engines Google Productivity Suite T.R.A.A.P. Graphic Organizer

		I can determine the purpose of a website.	
Lateral Reading Activity	I can evaluate search results to refine my searches and select sources.	I can evaluate the credibility of a website by using multiple websites. I can use fact checking websites.	Student Selected Websites Graphic Organizer
Evaluating Search Results Game Day Question Race	I can evaluate search results to refine my searches and select sources.	I can use databases and search engines to answer questions.	Google Forms
Independent Research Project Selecting a Topic and Focusing Research Activity	I can focus my research to answer a question?	I can select a topic. I can write a research question, I can write a thesis statement. I can create an outline.	Search Engines Artificial Intelligence Google Productivity Suite
Curate a List of Digital Sources Independent Research Project	I can gather relevant information from a variety of credible and accurate sources. I can use information from a variety of sources to support claims and answer questions.	I explore a topic of my choosing and record relevant information. I can use the information I gather to share what I learned.	Google Productivity Suite Search Engines
Using Reverse Image Searches to Identify Online Fake News	I can use a reverse image search to verify news content.	I can conduct a reverse image search to find information about an image's origin, context, and related content. I can explain in writing how a reverse image search verifies the credibility of an online news article.	Reverse Image Search Engines (Google Images, TinEye, Bing etc...)

Fake News Identification Activity	I can critically analyze online news articles and determine if they are legitimate and factual.	I can use a rubric to evaluate an online news article. I can explain in writing the evaluation of an online news article.	Online News Article Evaluation Rubric
News Comparison Activity	I can identify different types of media bias.	I can analyze several articles on the same topic and compare and contrast the way each article presents the information. I can explain in writing how articles on the same topic can have biases.	Online News Articles
AI Prompt Craft Activity	I can use an AI assistant to find relevant information and answer research questions. I can recognize the limitations of ai output.	I can identify the essential elements of a well-crafted AI prompt (C.R.A.F.T.). I can use the C.R.A.F.T graphic organizer to create effective ai prompts. I can create a digital poster to show at least three problems associated with AI assistants.	AI Assistances (Gemini, Perplexity, Chatgpt etc....)

Unit Title:

Unit 3: Growth (Curiosity and Discovery)

Relevant Standards: Bold indicates priority

**CT Core Standard
W 8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**AASL Standard
Inquire - Think
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.

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

AASL Standard

Inquire - Grow

I.D.1-4

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.

AASL Standard

Include -Think

II.A.2

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.

AASL Standard

Explore -Think

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.

Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none">1. How can I apply research skills to my personal interests?2. How do I develop and communicate my own perspective?3. How can I grow as a reader by reading widely and deeply in multiple formats?	Discover and innovate in a growth mindset developed through experience and reflection.
Demonstration of Learning:	Pacing for Unit
Students will create an advertisement for a library book.	addressed throughout the year
Family Overview (link below)	Integration of Technology:

Family Overview	Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Communicate Connections Curiosity Decisions Formats Inquiry Interests Multiple Opinion	Personalization Perspective Point of view Prior knowledge Promote Reflect Seek Stance
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students can use the library to continue learning about topics they are studying in class. The library has materials aligned to all disciplines taught in school.	<ul style="list-style-type: none"> • The library does not have any books that match the interests of students. • The library only has one format of book. • Research skills are only for school projects.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Grade 7 Growth (Curiosity And Discovery) Unit • Students will use skills from the Grade 8 Digital Citizenship Unit to use a standard format of citation to avoid plagiarism and acknowledge the work of others. • Students will use skills from the Grade 8 Information and Media Literacy Unit to effectively locate and use information from the internet. 	<ul style="list-style-type: none"> • Grade 9 Growth (Curiosity And Discovery) Unit
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
GUIDELINE 9 Provide options for Self Regulation CHECKPOINT 9.1 Promote expectations and beliefs that optimize motivation	Multiple options need to be given to learners to help them stay motivated. <ul style="list-style-type: none"> • Provide prompts, reminders, guides, rubrics, checklists that focus on: <ul style="list-style-type: none"> ○ Elevating the frequency of self-reflection and self-reinforcements • Support activities that encourage self-reflection and identification of personal goals
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:

<p>CELP Standard 6-8.2 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>		<ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	
Common Learning Experiences	Learning Target	Success Criteria/ Assessment	Resources
<p>Student-led Book Talks (Public Speaking Book Promotion)</p>	<p>I can evaluate the strengths and weaknesses of a book and provide evidence to support my opinions.</p> <p>I can effectively communicate my ideas, opinions, and recommendations about a book.</p>	<p>I can summarize main plot points, characters, themes author's writing style, character development, and use of literary devices.</p> <p>I can incorporate multimedia components like images, video clips, or props to enhance my presentation.</p> <p>I can respond to audience questions about the book.</p>	<p>Book Talk Menu</p> <p>Book Talk Guidelines</p> <p>Viewer Scoring Rubric</p> <p>Destiny Discover Online Library Catalog</p> <p>Google Productivity Suite Digital Media</p> <p>Communication Platforms</p>
<p>Student Choice Personal Interest Research Project</p>	<p>I can explore my interests in depth.</p> <p>I can communicate my own perspective.</p>	<p>I can use research skills to discover new topics, resources, or opportunities related to my passions.</p> <p>I can use research skills to communicate my ideas.</p>	<p>Google Productivity Suite</p> <p>Search Engines</p> <p>Databases</p> <p>Digital Communication Platforms</p>
<p>Book Check Out Process</p>	<p>I can select, locate and check out library books based on interests.</p>	<p>I can access and use the library's online catalogs to find suitable reading materials.</p> <p>I can navigate the library's organization system and locate books in different sections or collections.</p>	<p>Destiny Discover</p>
<p>Book Advertisement Project (Digital Book Promotion)</p>	<p>I can grow as a reader.</p>	<p>I can set reading goals.</p> <p>I can allocate a specific amount of time for reading.</p> <p>I can use the library online catalog to locate books that meet my personal interests.</p>	<p>Destiny Discover Online Library Catalog</p> <p>Google Productivity Suite Digital Media</p> <p>Communication Platforms</p>

		I can create an advertisement for a book that interests me.	
Independent Reading Participating in Library Reading Programs	I can read grade-level texts with deep understanding over an extended period of time.	I can maintain my focus and concentration while reading for an extended time without becoming distracted.	Library Books

Unit Title:

Unit 4: Show (Presentation of Information)

Relevant Standards: Bold indicates priority

CT Core Standards

RI 8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W 8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL 8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

AASL Standard

Inquire - Create

I.B.3

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.

AASL Standard

Collaborate - Create

III.B.1

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.

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.

**AASL Standard
Engage - Create
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.

ISTE

2. Digital Citizen

2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

**AASL Standard
Engage - Share
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.

6. Creative Communicator

6d. Students publish or present content that customizes the message and medium for their intended audience.

Essential Question(s):		Enduring Understanding(s):
<ol style="list-style-type: none"> 1. How do I demonstrate what I have learned? 2. How can I use digital media to communicate with an authentic audience? 3. How can I create engaging and informative digital media presentations? 		Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Demonstration of Learning:		Pacing for Unit
Students will create a digital media presentation.		addressed throughout the year
Family Overview (link below)		Integration of Technology:
Family Overview		Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):
Appealing Audience Boredom Community Delivery Digital Media	Disseminating Distraction Engagement Multimedia Presentation Software Storyboard	Technology

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Any discipline that requires students to present information to an audience. Any discipline that requires students to use digital media.. 	<ul style="list-style-type: none"> Students are tech-savvy enough and do not need to learn how to use digital media. All digital natives are confident in their technology skills. Technology is a classroom distraction and not a useful tool. Students know the characteristics of a good presentation. Students understand that digital media should be used to enhance the delivery of a presentation. Students understand the drawbacks of digital media and how to avoid them.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Grade 7 Show (Presentation Of Information) Unit Students will use skills from the Grade 8 Digital Citizenship Unit to use a standard format of citation to avoid plagiarism and acknowledge the work of others. Students will use skills from the Grade 8 Information and Media Literacy Unit to effectively locate and use information from the internet. 	<ul style="list-style-type: none"> Grade 9 Show (Presentation Of Information) Unit
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p>GUIDELINE 3 Provide options for Comprehension CHECKPOINT 3.4 Maximize transfer and generalization</p>	<p>Supports for memory, generalization, and transfer include techniques that are designed to heighten the memorability of the information, as well as those that prompt and guide learners to employ explicit strategies.</p> <ul style="list-style-type: none"> Provide checklists, organizers, sticky notes, electronic rem-inders Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.) Incorporate explicit opportunities for review and practice Provide templates, graphic organizers, concept maps to support note-taking Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps) Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) Offer opportunities over time to revisit key ideas and linkages between ideas

Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
CELP Standard 6-8.1 An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.		I can <ul style="list-style-type: none"> - Determine central ideas or themes in oral presentations or written text - Explain how the central ideas/themes are developed by supporting ideas or evidence - Summarize a text 	
Common Learning Experiences	Learning Target	Success Criteria/ Assessment	Resources
Presentation Evaluation Lesson Presentation Showdown Game	I can evaluate a digital media presentation.	I can use evaluation criteria to judge a digital media presentation. I can use a rubric to provide feedback on the effectiveness of a digital media presentation.	Digital Media Presentations Digital Media Presentation Evaluation Rubric and Feedback Form
Digital Media Presentation	I can create an engaging digital media presentation.	I can select a digital media tool to meet my needs. I can plan and organize a digital media presentation. I can use the features of a digital media tool to create a presentation. I can incorporate multimedia elements like images, videos, and audio clips to enhance my presentation. I can follow the best practices for creating an engaging digital media presentation. I can clearly and engagingly present my digital media project to an audience.	Digital Media Tools

Ted Talk	I can create a Ted Talk Video in which I teach students how to create engaging presentations.	I can organize ideas and supporting details into a logical and coherent structure. I can utilize effective public speaking techniques, such as voice projection, body language and eye contact. I can use proper techniques for screen recordings. I can use editing techniques like cuts, transitions and graphics.	Chromebook Screencasting App
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