



Bristol Public Schools
Office of Teaching & Learning

| Department | Library Media |
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| 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 | 5 |
| Department Goals | <ul style="list-style-type: none">• Design and facilitate authentic learning opportunities aligned to curriculum standards emphasizing multiple literacies (including digital, visual, textual, and technological) as crucial skills in a global society• Provide equitable physical and virtual access to resources and contemporary tools required to facilitate lifelong learning• Design and facilitate learning experiences that model critical thinking, critical consumption of information, and creation of knowledge in a collaborative environment• Act as leaders, instructional partners and information specialists to engage and empower faculty to meet the diverse needs of students (diversity of experiences, opinions, social and cultural perspectives)• Promote professional learning of faculty to implement an evolving school culture of information access, use, evaluation, and social interaction• Facilitate growth and transformation of the library media program to provide rigorous and relevant access for all users as an innovative center of learning• Model and facilitate ethical use of information in a global society |
| Standards utilized to develop and implement this curriculum | <ul style="list-style-type: none">• International Society for Technology in Education (ISTE)• CT Core Standards (CCS)• American Association of School Librarians (AASL) |

| District Learning Expectations and Standards | UNIT 1 DIGITAL CITIZENSHIP | UNIT 2 INQUIRY (RESEARCH) | UNIT 3 GROWTH (CURIOSITY AND DISCOVERY) | UNIT 4 SHOW (PRESENTATION OF INFORMATION) |
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| CT Core Standards | | | | |
| RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | P | | |
| RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | P | |
| RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | P | |
| W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting | | | | S |
| W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | P | | |
| W 5.8 Recall relevant information from experiences | P | P | | |

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| or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | | | |
| <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> | | S | s | |
| <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned</p> | | | | P |

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| <p>roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | | | | |
| <p>SL 5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | | P | | |
| <p>SL 5.5</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> | | | | S |
| American Association of School Librarian Standards (AASL) & International Society for Technology in Education Standards (ISTE) | | | | |
| I. Inquire (AASL) | | | | |
| Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. | | | | |
| <p>AASL</p> <p>I.A.1-2 Think</p> <p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. <p>ISTE</p> <p>1. Empowered Learner</p> <p>a. Students articulate and set personal</p> | S | P | P | |

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| <p>learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>3. Knowledge Constructor</p> <ol style="list-style-type: none"> Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | | | | |
| <p>AASL</p> <p>I.B. 1 Create</p> <p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> Using evidence to investigate questions. <p>ISTE</p> <p>4. Innovative Designer</p> <ol style="list-style-type: none"> Students select and use digital tools to | | P | S | |

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| plan and manage a design process that considers design constraints and calculated risks. | | | | |
| AASL I.B.3 Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. ISTE 4. Innovative Designer Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. | | S | S | P |
| AASL I.C.2-3 Learners adapt, communication, 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 c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. | | | | S |
| AASL I.D.1-4 Grow | | | P | |

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| <p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. <p>ISTE 3. Knowledge Constructor</p> <ol style="list-style-type: none"> d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | | | | |
| II. Include (AASL) Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. | | | | |
| <p>AASL II.A.2 Think</p> <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. <p>ISTE Not Applicable</p> | | | P | |
| III. Collaborate (AASL) Work effectively with others to broaden perspectives and work toward common goals | | | | |

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| <p>AASL III.B.1 Create Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> Using a variety of communication tools and resources. <p>ISTE 1. Empowered Learner c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>6. Creative Communicator a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>7. Global Collaborator b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> | | | | P |
| <p>AASL III.D.1 Grow Leaners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> Actively contributing to group discussions. <p>ISTE 1. Empowered Learner b. Students build networks and</p> | | | | P |

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| <p>customize their learning environments in ways that support the learning process.</p> <p>7. Global Collaborator</p> <p>c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> | | | | |
| IV. CURATE (AASL) Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. | | | | |
| <p>AASL</p> <p>IV.A.1-3 Think</p> <p>Learners act on an information need by:</p> <ol style="list-style-type: none"> 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use. <p>ISTE</p> <p>3. Knowledge Constructor</p> <p>c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> | | P | S | |
| <p>AASL</p> <p>IV.B.1-4 Create</p> <p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing | | P | | |

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| <div>diverse perspectives.</div> <div>3. Systematically questioning and assessing the validity and accuracy of information.</div> <div>4. Organizing information by priority, topic, or other systematic scheme.</div> <div>ISTE</div> <div>6. Creative Communicator</div> <div>a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</div> <div>b. Students create original works or responsibly repurpose or remix digital resources into new creations</div> <div>c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</div> <div>d. Students publish or present content that customizes the message and medium for their intended audiences.</div> | | | | |
| V. EXPLORE (AASL) Discover and innovate in a growth mindset developed through experience and reflection. | | | | |
| AASL V.A.1 Think Learners develop and satisfy personal curiosity by: <div>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</div> | | S | P | |

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| <p>ISTE</p> <p>3. Knowledge Constructor</p> <p>d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>6. Creative Communicator</p> <p>c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> | | | | |
| <p>V.C.1 Share</p> <p>Learners engage with the learning community by:</p> <p>1. Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>ISTE</p> <p>7. Global Collaborator</p> <p>b. Students use collaborative technologies to work with others, including peers experts or community members to examine issues and problems from multiple viewpoints.</p> <p>c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>d. Students explore local and global issues and use collaborative technologies to work with others to</p> | | | P | |

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| investigate solutions. | | | | |
| VI. ENGAGE (AASL) Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. | | | | |
| AASL VI.A.1-3 Think Learners follow ethical and legal guidelines for gathering and using information by: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property | P | P | | |
| AASL VI.B.1-2 Create Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. ISTE | P | S | | |

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| 2. Digital Citizen <ul style="list-style-type: none"> c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property | | | | |
| AASL VI.C.1-2 Share Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property 6. Creative Communicator <ul style="list-style-type: none"> d. Students publish or present content that customizes the message and medium for their intended audience. | P | S | | S |

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

| Module 1 Digital Citizenship |
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| Essential Questions: 1. What are the various types of digital media? |

2. What are the guidelines to use digital media?
3. How do I give credit to my sources?
4. How do I legally use and share information?
5. How do we use different types of media appropriately and safely?

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary | Academic Vocabulary |
|--------------------------------|--|------------------|--|---|---|
| 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 | | Accuracy Ethical Evaluate Legal Media Social and Cultural Valid |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |
| VI.B.1-2 Engage: Create | I.A.1-2 Learners use valid information and reasoned conclusions to make 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 | | Authorship Citation Ethical Plagiarism Valid |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | X | Product development | | |
| | | X | Learning Behavior | | |
| VI.C.1-2 | Learners responsibly, ethically, | | Content Knowledge | | Ethical |

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| Engage: Share | 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. | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | Legal Modification Reuse Remix Attribution |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

| Module 1 ESSENTIAL QUESTIONS | |
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| <ol style="list-style-type: none"> What are the various types of digital media? What are the guidelines to use digital media? <ol style="list-style-type: none"> How do I give credit to my sources? How do I legally use and share information? How do we use different types of media appropriately and safely? | |

| CCS/AAS L Standard # | Objective(s) The students will be able to: | Summative Assessment Strategy | | Additional Student Outcomes | | | | | | | | Common Learning Experiences | |
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| V1.A.1-3 Engage: | Understand ethical and legal guidelines for technology use | X | Selected Response | X | Reading | X | Writing | | | Math | X | Tech. | ● Common Sense Media Internet Safety Lessons |
| | | | Constructed Response | ISTE | | | | | | | | | |

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| Think | and apply this understanding to their learning. | | Performance | 2C. Digital Citizen - Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. | | | | | | | | <ul style="list-style-type: none">• Navigate through scenarios (either paper or computer) requiring good choices as a digital citizen |
| | | X | Observation | | | | | | | | | |
| VI.B.1-2 Engage: Create | Respectfully use and reproduce other’s work by giving credit to author’s. | | Selected Response | | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Acknowledge Authorship• Create Citations• Generate Works Cited Page as part of the Research Project |
| | | | Constructed Response | CT Core Standards W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ISTE 2C. Digital Citizen - Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| VI.C.1-2 Engage: Share | Share information resources in accordance with modification, reuse, and remix policies. | | Selected Response | | Reading | | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Creative Commons Lessons• Create Google drawings and label them using creative commons designations |
| | | | Constructed Response | ISTE 2C. Digital Citizen - Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property | | | | | | | | |
| | | | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
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| <p>The URL constitutes a citation</p> <p>School Google accounts are not visible to teachers and are okay for personal use</p> <p>Cyberbullying from home does not break school rules.</p> | <p>Basic understanding of school technology rules</p> <p>Different ways that students communicate with others (email, text messages, social media, etc.)</p> <p>Meaning of ethical and legal; Digital Citizen</p> | <p>V1.A.1-3 Engage: Think Understand ethical and legal guidelines for technology use and apply this understanding to their learning.</p> <p>Students will create a product (pamphlet, infographic, etc.) to demonstrate their understanding of key digital citizenship principles</p> | <p>Students will be able to decide which digital citizenship principles are most important to share</p> |

| RESOURCES |
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| <ul style="list-style-type: none"> • Writer's Workshop Informational Writing Units • G Suite • Computer Lab Chromebooks <p>Common Sense Media Digital Citizenship Lessons - TEACH LESSONS: Grades 3-5, UNIT 2</p> <p>1 - STRONG PASSWORDS: How can a secure password help you protect your private information?</p> <p>2 - DIGITAL CITIZENSHIP PLEDGE: How do you create a positive online community?</p> <p>3 - YOU'VE WON A PRIZE!: What is spam, and what can you do about it?</p> <p>4 - HOW TO CITE A SITE: How do you cite different types of online sources?) 5 - PICTURE PERFECT: How can photos be changed on the computer, and how can that affect your feelings about the way you look? > GIVE ASSESMENT*</p> |

| Module 2 Inquiry (Research) |
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| <p>Essential Questions:</p> <p>1. How can I conduct research to answer a question?</p> |

2. How can I gather relevant information from a variety of digital and digital sources?
3. How do I use a list of sources to avoid plagiarism?
4. How do I draw evidence from informational texts to support analysis, reflection and research?

UNWRAPPED STANDARDS

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

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| | <p>representing diverse perspectives.</p> <p>3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>4. Organizing information by priority, topic, or other systematic scheme.</p> | X | Product development | | |
| | | X | Learning Behavior | | |
| VI.A.1-3 Engage Think | <p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>1. Responsibly applying information, technology, and media to learning.</p> <p>2. Understanding the ethical use of information, technology, and media.</p> <p>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> | | Content Knowledge | | Accurate Ethical Legal Valid |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

| MODULE 2 ESSENTIAL QUESTIONS |
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| <p>Essential Questions:</p> <p>1. How can I conduct research to answer a question?</p> <p>2. How can I gather relevant information from print and digital sources?</p> |

3. How do I use a list of sources to avoid plagiarism?
4. How do I draw evidence from informational texts to support analysis, reflection and research?

| CCS/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 topics. | X | Selected Response | X | Reading | X | Writing | | Math | | Tech. | <ul style="list-style-type: none">Define, Identify and write open and closed research questionsBrainstorming ActivitiesUse KWL ChartsDevelop Research Questions |
| | | | Constructed Response | <i>ISTE 1A. Empowered Learner- Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</i> | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| I.B. 1 Inquire: Create | Use evidence to investigate questions. | | Selected Response | X | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">Practice locating information in databases to answer research questionsPractice Notetaking, Paraphrasing and Summarizing information to answer research questions |
| | | | Constructed Response | W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| IV.A.1-3 Curate: Think | Identify a need to gather information and select appropriate sources to | X | Selected Response | X | Reading | | Writing | | Math | X | Tech. | <ul style="list-style-type: none">Learn Search StrategiesAnalyze Search ResultsWork with Databases and |
| | | | Constructed Response | W 5.7 Conduct short research projects that use | | | | | | | | |
| | | | Performance | | | | | | | | | |

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| | collect information. | | Observation | several sources to build knowledge through investigation of different aspects of a topic. SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <i>ISTE</i> <i>3C. Knowledge Constructor - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</i> | | | | | | | | <p>Learn their Features</p> <ul style="list-style-type: none">• Compare Using Databases vs Using Search Engines• Conduct short research projects• Learn and use the research process |
| IV.B.1-4 Curate: Create | Use search skills to seek, collect, question, assess, and organize information. | | Selected Response | X | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Search for sources in a database and record information about the sources in a google doc (url, citation, important information) |
| | | | Constructed Response | W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| VI.A.1-3 Engage | Follow ethical and legal guidelines for gathering, | | Selected Response | X | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Create a citation• Create an in text citation |
| | | | Constructed Response | SL 5.2 | | | | | | | | |

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| Think | assessing and using information. | X | Performance | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <i>ISTE</i> <i>2C. Digital Citizen - Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property</i> | <ul style="list-style-type: none"> • Insert a Citation into NoodleTools • Create a works cited page |
| | | X | Observation | | |

| ADDITIONAL CONSIDERATIONS | | | |
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| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| <p>Copying and pasting a URL is the proper way to give credit to sources.</p> <p>It's okay to take notes by copying word for word.</p> <p>Everything on the Internet is true. I can research using one source.</p> <p>Google is the best place to start searching for sources.</p> | <p>Students must give credit to information sources.</p> <p>Familiarity with school databases.</p> <p>A citation is more than a URL.</p> <p>Notetaking, summarizing and paraphrasing skills.</p> | <p>I.B. 1 Inquire: 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>Students can develop their own research questions and use credible sources to determine the answers.</p> | <p>Student can choose the topics of the research questions they write.</p> |

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| RESOURCES |
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Writer's Workshop Informational Writing Units

Common Sense Media, Grades 3-5, Unit 2 Lesson 4 (How to Cite a Site?)

School Databases

Digital and Print resources

GSuite

Question Formulation Technique (QFT)

Module 3 Growth (Curiosity, Discovery)

Draft 3.13.2019

Essential Questions:

1. How do I use curiosity from past experiences to discover and create new learning?
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?

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary | Academic Vocabulary |
|------------------------------|---|------------------|--|---|--------------------------------------|
| I.A.1-2 Inquire: Think | Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. | | Content Knowledge | | Curiosity Background Knowledge |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |
| I.D.1-4 Inquire: Grow | Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. | | Content Knowledge | | Connections Inquiry Reflection |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | X | Product development | | |
| | | X | Learning Behavior | | |
| II.A.2 | Learners contribute a balanced | | Content Knowledge | | Opinion |

| | | | | | |
|---------------------------|---|---|--|--|-------------------|
| Include: Think | 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 | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | Stance |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |
| V.A.1 Engage Think | Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. | | Content Knowledge | | Curiosity |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |
| V.C.1 Explore Share | Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular topic | | Content Knowledge | | Interest Relevant |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

Module 3 ESSENTIAL QUESTIONS

Draft 3.13.2019

1. How do I use curiosity from past experiences to discover and create new learning?
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?

| CCS/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 | Use prior knowledge as a foundation to drive deeper inquiry into a topic of interest or curricular topic. | | Selected Response | X | Reading | | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Use Destiny Discover to locate print materials on topics of interest• Use school databases to locate information on topics of interest or curricular topics |
| | | | Constructed Response | <i>ISTE</i> <i>1A. Empowered Learner - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</i> <i>3A. Knowledge Constructor - Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.</i> | | | | | | | | |
| | | | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| I.D.1-4 Inquire: Grow | Participate in ongoing sustained inquiry by seeking knowledge, making connections and using reflection. | | Selected Response | X | Reading | | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Investigate Self Selected Topics• Use the research process• Complete research projects |
| | | | Constructed Response | <i>ISTE</i> <i>3D. Knowledge Constructor - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i> | | | | | | | | |
| | | | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| II.A.2 Include: Think | Show good judgment when adopting a stance toward points of view and opinions expressed in information resources and learning products. | | Selected Response | X | Reading | | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Participate in Research Based Debates• Complete persuasive essays based using research based information |
| | | | Constructed Response | <i>ISTE - NA</i> | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| V.A.1 | Read, write, reflect and | | Selected Response | X | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">• Participate in book tasting |

| | | | | | | | | | | | | |
|---------------------------|---|---|----------------------|---|---------|---|---------|--|------|--|-------|---|
| Engage: Think | question while exploring or expressing oneself about a topic or curiosity. | | Constructed Response | <i>ISTE</i> <i>3D. Knowledge Constructor - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i> <i>6C. Creative Communicator - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</i> | | | | | | | | activities <ul style="list-style-type: none">Brainstorming activitiesDevelop research questionsuse a technology to create a reading journalCreate book talks |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| V.C.1 Explore Share | Engage with the learning community by expressing curiosity about a topic of personal or curricular interest | X | Selected Response | X | Reading | X | Writing | | Math | | Tech. | • Students will choose from a menu of google based projects as a way to express their curiosity about a topic of personal or curricular interest |
| | | | Constructed Response | <i>ISTE</i> <i>7B. Global Collaborator - Students use collaborative technologies to work with others, including peers experts or community members to examine issues and problems from multiple viewpoints.</i> <i>7C. Global Collaborator - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</i> <i>7D. Global Collaborator - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</i> | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | | Observation | | | | | | | | | |
| | | | | | | | | | | | | |

| ADDITIONAL CONSIDERATIONS | | | |
|---|---|---|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| The library does not have any materials to meet my own personal curiosity. Opposing opinions are not worth considering | Inquiry (idea of deeply questioning/exploring an idea/topic) Destiny Discover Search Skills Knowledge of the rules for group work and sharing | V.C.1 Explore Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular topic Students create book trailers for their favorite books. | Making personal decisions about text/materials they are interested in and choose to read |

| RESOURCES |
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| Computer Lab and Chromebooks G Suite Library Databases Destiny Discover |

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| Module 4 Show (Presentation of Information) |
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Essential Questions:

1. How I interact with others to discuss fifth grade topics?
2. How do I use technology to create and share a project?
3. How do I give credit to other people's work in my presentation?
4. What are the ways I can "show what I know"?

UNWRAPPED STANDARDS

| Standard | | Type of Standard | | Concepts and Disciplinary-Specific Vocabulary | Academic Vocabulary |
|-----------------------------------|---|------------------|--|---|--|
| I.B.3 Inquire: Create | Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. | | Content Knowledge | | Knowledge Process Products |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | X | Product development | | |
| | | X | Learning Behavior | | |
| III.B.1 Collaborate: Create | Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. | | Content Knowledge | | Communication Resources Tools |
| | | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |
| III.D.1 Collaborate: Grow | Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions | | Content Knowledge | | Audience Discussions Feedback Participate |
| | | | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | | |
| | | | Physical Skill | | |
| | | | Product development | | |
| | | X | Learning Behavior | | |

UNIT 4 ESSENTIAL QUESTIONS

Essential Questions:

1. How I interact with others to discuss fifth grade topics?
2. How do I use technology to create and share a project?
3. How do I give credit to other people's work in my presentation?
4. What are the ways I can "show what I know"?

| CCS/AASL Standard # | Objective(s) The students will be able to: | Summative Assessment Strategy | | Additional Student Outcomes | | | | | | | | Common Learning Experiences |
|-----------------------------------|--|----------------------------------|-------------------------|--|---------|---|---------|--|------|---|-------|---|
| I.B.3 Create | Generate products that illustrate learning. | | Selected Response | | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">Use Gsuite products such as Google Sites to showcase learningCreate essays, speeches, infographics and other digital presentations |
| | | | Constructed Response | <i>ISTE</i> <i>4A. Innovative Designer - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</i> | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | X | Observation | | | | | | | | | |
| III.B.1 Collaborate: Create | Use a variety of communication tools. | | Selected Response | X | Reading | X | Writing | | Math | X | Tech. | <ul style="list-style-type: none">Use the sharing features available in Google to communicate with classmates to generate products that showcase learning |
| | | | Constructed Response | <i>ISTE</i> <i>1C. Empowered Learner - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</i> <i>7D. Global Collaborator - Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</i> | | | | | | | | |
| | | X | Performance | | | | | | | | | |
| | | | Observation | | | | | | | | | |
| III.D.1 | Contribute to group | | Selected Response | | Reading | | Writing | | Math | | Tech. | <ul style="list-style-type: none">Students will |

| | | | | | |
|----------------------|--------------|---|----------------------|---|--|
| Collaborate: Grow | discussions. | | Constructed Response | <i>ISTE</i> 7C. Global Collaborator - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. | contribute to book club group discussions. |
| | | X | Performance | | |
| | | X | Observation | | |
| | | | | | |

| ADDITIONAL CONSIDERATIONS | | | |
|--|---|--|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| Google Slides is the best way to present information | Technology skills needed to create products using Google. | I.B.3 Inquire: Create Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning. Students complete an independent research project and share their finished product. | Students can decide which groups they will work with and provide input regarding completion of a final product |

| RESOURCES |
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Computer Lab and Chromebooks

G Suite

Library Databases

Library Books