



Bristol Public Schools
Office of Teaching & Learning

Department	Library Media
Department Philosophy	The school library media programs of Bristol Public Schools facilitate opportunities for students and faculty to become lifelong learners who thrive in complex learning environments. Through instructional strategies designed to infuse inquiry and technology as tools for learning, students will develop skills to interpret and develop new understandings, seek diverse perspectives, create new knowledge, and grow as ethical, digital citizens. Through equitable access to reading and information resources, the library media programs promote lifelong reading in a safe environment conducive to learning.
Grade Level	11-12
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	MODULE 1 DIGITAL CITIZENSHIP	MODULE 2 INQUIRY (RESEARCH)	MODULE 3 GROWTH (CURIOSITY AND DISCOVERY)	MODULE 4 SHOW (PRESENTATION OF INFORMATION)
CT Core Standards				
W/WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				P
W/WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		P		
W/WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	P	P		
SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		P		
SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				P

American Association of School Librarian Standards (AASL)				
Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.				
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. I.A.1-2 Think Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. <i>ISTE</i> <i>1. Empowered Learner</i> <i>1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</i> <i>3. Knowledge Constructor</i> <i>3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.</i> <i>3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</i> <i>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.</i> <i>3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>		P		
I.B.1 Think Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.		P		

<i>NO ISTE CORRELATION</i>				
<p>1.B.3 Create Learners engage with new knowledge by following a process that includes:</p> <p>3. Generating products that illustrate learning.</p> <p><i>ISTE</i></p> <p>4. <i>Innovative Designer</i></p> <p>4a. <i>Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</i></p>				P
<p>I.D.1-4 Grow Learners participate in an ongoing inquiry-based process by:</p> <p>1. Continually seeking knowledge.</p> <p>2. Engaging in sustained inquiry.</p> <p>3. Enacting new understanding through real-world connections.</p> <p>4. Using reflection to guide informed decisions.</p> <p><i>ISTE</i></p> <p>3. <i>Knowledge Constructor</i></p> <p>3d. <i>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i></p>			P	

Collaborate Work effectively with others to broaden perspectives and work toward common goal				
III.B.1 Share Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. <i>ISTE</i> <i>1. Empowered Learner</i> <i>1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</i> <i>6. Creative Communicator</i> <i>6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</i> <i>7. Global Collaborator</i> <i>7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</i>				P
Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.				
IV.A.1-3 Think Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use. <i>ISTE</i> <i>3. Knowledge Constructor</i> <i>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.</i>		P		

<p>IV.B.1-4 Create</p> <p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. <p><i>ISTE</i></p> <p><i>6. Creative Communicator</i></p> <p><i>6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</i></p> <p><i>6b. Students create original works or responsibly repurpose or remix digital resources into new creations.</i></p> <p><i>6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</i></p> <p><i>6d. Students publish or present content that customizes the message and medium for their intended audiences.</i></p>		P		
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EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.				
V.A.1 Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.			P	
V.A.3 Think Learners develop and satisfy personal curiosity by: 3. Engaging in inquiry-based processes for personal growth. <i>ISTE</i> 3. <i>Knowledge Constructor</i> 3d. <i>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>			S	
V.C.1 Share Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. <i>NO ISTE CORRELATION</i>			S	

<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. <i>2. ISTE for Students: Digital Citizen</i> <i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p>	P			S
<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. <i>ISTE</i> <i>2. Digital Citizen</i> <i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p>	P	S		
<p>VI.C.1 Share Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience</p>	P	s		P

<p><i>ISTE</i></p> <p><i>2. Digital Citizen</i></p> <p><i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p> <p><i>6. Creative Communicator</i></p> <p><i>6d. Students publish or present content that customizes the message and medium for their intended audience.</i></p>				
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P indicates standard will be a priority for the unit; S indicates a supporting standard

MODULE 1 Digital Citizenship

Essential Questions:

1. How can I follow a standard format for citation?
2. How can I combine credible and accurate information from diverse media sources?

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
VI. A.1-2 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. 		Content Knowledge	Cite Ethical Media Credibility Source Plagiarism Intellectual Property Creative Commons Copyright References (APA)
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product development	
		Learning Behavior	
VI.B.1-2 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. 		Content Knowledge	Cite Ethical Credibility Source Plagiarism Intellectual Property Creative Commons Copyright References (APA)
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product development	
		Learning Behavior	
VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by:		Content Knowledge	Cite Ethical Credibility
	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

	<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. 	X	Product development		Source Plagiarism Intellectual Property Creative Commons Copyright References (APA)
			Learning Behavior		

MODULE 1 ESSENTIAL QUESTIONS

1. How can I follow a standard format for citation?
2. How can I combine credible and accurate information from diverse media sources?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes	Common Learning Experiences	
VI.A.1-2	Follow ethical and legal guidelines for gathering and using information.		Selected Response	Reading Writing Math X Tech.	Generate a works cited.
			Constructed Response	Use citation generation tool (e.g. Noodletools) <i>ISTE</i> <i>2. Digital Citizen</i> <i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i>	
			Performance		
		x	Observation		
VI.B.1-2	Demonstrate respect for the intellectual property of others.		Selected Response	Reading Writing Math X Tech.	In-text citations
		x	Constructed Response	Use citation generation tool (e.g. Noodletools) <i>ISTE</i> <i>2. Digital Citizen</i> <i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i>	
		x	Performance		
			Observation		
VI.C.1-2	Publish work electronically for an intended audience in accordance with ethical/legal guidelines.		Selected Response	Reading Writing Math X Tech.	Create a document
			Constructed Response	<ul style="list-style-type: none"> W/WHST 11-12.8 -- Integrate a variety of information from multiple sources into a cohesive product suited for the appropriate audience/task; and apply a standard format of citation. Use digital publishing tools (e.g. YouTube, Google Slides, etc.) <i>ISTE</i>	
		x	Performance		
			Observation		

			<p><i>2. Digital Citizen</i></p> <p><i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p> <p><i>6. Creative Communicator</i></p> <p><i>6d. Students publish or present content that customizes the message and medium for their intended audience.</i></p>	
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> • URLs are enough for a citation. • Media (pictures, videos, songs) does not need to be cited. • If I cannot find an immediate answer to my question by googling it, I need to change my topic. • If I put something in quotes, I'm not plagiarizing. 	<ul style="list-style-type: none"> • Parts of a source that need to be included in a citation. • Copyright laws 	<p>VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others using a variety of citation styles (e.g. APA v MLA)</p>	<ul style="list-style-type: none"> • Independent research on a self-selected topic.

RESOURCES
Computers Citation generation tool Databases Internet

MODULE 2 Inquiry (Research)

Essential Questions:

1. How can I conduct research projects to answer a question or solve a problem?
2. How can I narrow or broaden my inquiry appropriately?
3. How can I synthesize multiple sources on a subject?"
4. How can I gather relevant information from a variety of authoritative sources?
5. How can I use search terms effectively?
6. How can I use advanced searches effectively?
7. How can I assess the strengths and limitations of each source in terms of task, purpose, and audience?

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
W/WHST 11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product development Learning Behavior	Boolean URL Domain Name	Evaluation Accuracy Authority Credibility Source Purpose Validity Currency Relevance Bias Objective Publisher Subject headings Reference Database

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.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		x	Learning Behavior		
I.B.1	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.		Content Knowledge		
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			Learning Behavior		
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.		Content Knowledge	URL Domain Name	Evaluation Accuracy Authority Credibility Source Purpose Validity Currency Relevance Bias Objective Publisher Boolean Subject headings Reference Database
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
			Learning Behavior		
IV.B.1-4	Learners gather information appropriate to the task by: 1. Seeking a variety of sources.		Content Knowledge	URL Domain Name	Evaluation Perspectives Accuracy
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	<p>2. Collecting information 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>	<p>Physical Skill</p> <p>Product development</p> <p>Learning Behavior</p>		<p>Authority</p> <p>Credibility</p> <p>Source</p> <p>Purpose</p> <p>Validity</p> <p>Currency</p> <p>Relevance</p> <p>Bias</p> <p>Objective</p> <p>Publisher</p> <p>Subject headings</p> <p>Reference</p> <p>Database</p>
VI.A.3	<p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>Content Knowledge</p> <p>x Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product development</p> <p>Learning Behavior</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product development</p> <p>Learning Behavior</p>	<p>URL</p> <p>Domain Name</p>	<p>Evaluation</p> <p>Accuracy</p> <p>Authority</p> <p>Credibility</p> <p>Source</p> <p>Purpose</p> <p>Validity</p> <p>Currency</p> <p>Relevance</p> <p>Bias</p> <p>Objective</p> <p>Publisher</p>

MODULE 2 ESSENTIAL QUESTIONS

Essential Questions:

1. How can I conduct research projects to answer a question or solve a problem?
2. How can I narrow or broaden my inquiry appropriately?

3. How can I synthesize multiple sources on a subject?"
4. How can I gather relevant information from a variety of authoritative sources?
5. How can I use search terms effectively?
6. How can I use advanced searches effectively?
7. How can I assess the strengths and limitations of each source in terms of task, purpose, and audience?

CCS/ AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes					Common Learning Experiences
				Reading	Writing	Math	Tech.		
W/W HST 11- 12.8	Convert question into search query; evaluate the found sources for task, purpose, and audience; and integrate the appropriate information into a cohesive product designed for a specific task/audience.		Selected Response						Online Searching Create Document/Presentation
		X	Constructed Response						
			Performance						
			Observation						
I.A.1-2	Develop questions about a topic using background knowledge.		Selected Response						Class Discussion
		x	Constructed Response	W/WHST 11-12.7 -- Generate a question, broaden/narrow the question as needed, and answer the question using multiple sources.					
			Performance						
			Observation						
I.B.1	Use evidence discovered during inquiry to fine-tune original research question.		Selected Response						Subject Heading Searching
		x	Constructed Response	W/WHST 11-12.7 -- Generate a question, broaden/narrow the question as needed, and answer the question using multiple sources.					
			Performance						
		x	Observation						

IV.A.1-3	Determine information needed, determine the possible source, and critically choose the appropriate sources.		Selected Response		Reading		Writing		Math		Tech.	Evaluating Sources
		x	Constructed Response	SL2 -- Use credible and accurate sources in diverse formats to make informed decisions and solve problems—noting differences between sources. <i>ISTE</i> <i>3. Knowledge Constructor</i> <i>3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits.</i> <i>3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</i> <i>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.</i>								
			Performance									
	Observation											
IV.B.1-4	Seek a variety of sources from diverse perspectives; assess the validity and accuracy of information; organize information systematically.		Selected Response		Reading		Writing		Math		Tech.	
		x	Constructed Response	SL2 -- Use credible and accurate sources in diverse formats to make informed decisions and solve problems—noting differences between sources. <i>ISTE</i> <i>6. Creative Communicator</i> <i>6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</i> <i>6b. Students create original works or responsibly repurpose or remix digital resources into new creations.</i>								
			Performance									
	Observation											

				<p>6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d. Students publish or present content that customizes the message and medium for their intended audiences.</p>	
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> • They can't put anything on the internet that isn't true. • Commercially sponsored information is objective and balanced. • You can always get balanced information from one source. • Websites are the same as webpages. • Website names start with "www". • All. orgs are good sources. 	<ul style="list-style-type: none"> • The parts of a website. • Determining purpose of information. • Database articles vs. free-range internet pages. • How to find the date information was written/updated? 	<p>I.A.2 Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 2. the Formulating sophisticated research questions about a personal interest or a curricular topic. (e.g. open-ended questions about controversial topics) 	

RESOURCES
<p>Computers Databases</p>

Internet

MODULE 3 Growth (Curiosity, Discovery)

Essential Questions:

1. How can I apply research projects skills to personal interests?
2. How can I collaborate with other learners when researching topics of personal interest?
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.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.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.A.1.	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats for a variety of purposes.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
V.C.1	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		

MODULE 3 ESSENTIAL QUESTIONS

Essential Questions:

1. How can I apply research projects skills to personal interests?
2. How can I collaborate with other learners when researching topics of personal interest?
3. How can I grow as a reader by reading widely and deeply in multiple formats?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes	Common Learning Experiences
I.D.1-4	Students engage in an ongoing research cycle of inquiry, discovering new knowledge, reflection, and making real-world connections.	Selected Response	Reading Writing Math Tech.	Online searching
		Constructed Response	3. <i>ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</i>	
		Performance		
		X Observation		
V.A.1	Students choose reading materials for personal enjoyment.	Selected Response	Reading Writing Math Tech.	Catalog instruction
		Constructed Response	V.A.3 Learners develop and satisfy personal curiosity by: 3. Engaging in inquiry-based processes for personal growth.	
		Performance		
		X Observation		
V.C.1	Students collaborate with learning community when conducting research.	Selected Response	Reading Writing Math Tech.	Electronic classroom collaboration
		Constructed Response		
		Performance		
		X Observation		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> • Students will apply research criteria when inquiring for personal interests and growth. • Students know how to appropriately interact in online discussions/ collaborations. 	<ul style="list-style-type: none"> • How to translate a research topic into a research question? 	<p>V.C.1 Learners engage with the learning community by engaging peers in discussions of topics for which they have ... a personal interest or [has a] curricular relevance. (e.g. moderate a google classroom discussion or google forms)</p>	

RESOURCES
Computers Internet Online Catalog software

MODULE 4 Show (Presentation of Information)

Essential Questions:

1. How can I use technology to produce, publish, and update writing products in response to ongoing feedback, new arguments, and new information?
2. How can I strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest?

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
I.B.3	Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.		Content Knowledge		E-mail Multimedia Remix Creative commons Slide show Hyperlink Interactive
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		x	Product development		
			Learning Behavior		
III.B.1	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.		Content Knowledge		E-mail Electronic Forum Electronic Chat
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product development		
		X	Learning Behavior		
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.		Content Knowledge		Remix Creative commons Plagiarism Cite Ethical Credibility Intellectual Property Creative Commons Copyright
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product development		
			Learning Behavior		

MODULE 4 ESSENTIAL QUESTIONS

Essential Questions:

1. How can I use technology to produce, publish, and update writing products in response to ongoing feedback, new arguments, and new information?
2. How can I strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest?

AASL Standard #	Objective(s) The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes					Common Learning Experiences
I.B.3	Generating products that illustrate learning.		Selected Response	Reading	Writing	Math	Tech.	Documents and presentations	
			Constructed Response	W.6 / WHST.6 -- Collaboratively use technology to create written work. SL.5 -- Make strategic use of digital media in presentations to enhance information being shared. <i>4. ISTE for Students: Innovative Designer</i> <i>4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</i>					
			Performance						
		X	Observation						
III.B.1	Electronically share feedback and ideas with students and teachers.		Selected Response						Reading
			Constructed Response	<i>1. ISTE for Students: Empowered Learner</i> <i>1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</i> <i>6. ISTE for Students: Creative Communicator</i> <i>6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</i> <i>7. ISTE for Students: Global Collaborator</i>					
			Performance						
		X	Observation						

				<i>7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</i>					
VI.C.1-2	Consider audience when creating projects and apply digital citizenship skills when sharing projects.		Selected Response	Reading	Writing	Math	Tech.	Documents and presentations	
			Constructed Response	<i>2. ISTE for Students: Digital Citizen</i> <i>2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> <i>6. ISTE for Students: Creative Communicator</i> <i>6d. Students publish or present content that customizes the message and medium for their intended audience.</i>					
			Performance						
		X	Observation						

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<ul style="list-style-type: none"> • All multimedia is created equal. • There doesn't need to be criteria for the multi-media I add to my work. 	<ul style="list-style-type: none"> • Locating, viewing, listening to multimedia information online. 	<p>I.B.3 Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Generating professional looking products that illustrate learning. (e.g. a professional looking video project that is storyboarded, edited, uses audio to enhance visuals, etc.) 	

RESOURCES
<p>Computers Internet E-mail Microphones Multimedia software (e.g. Video and/or audio editing)</p>