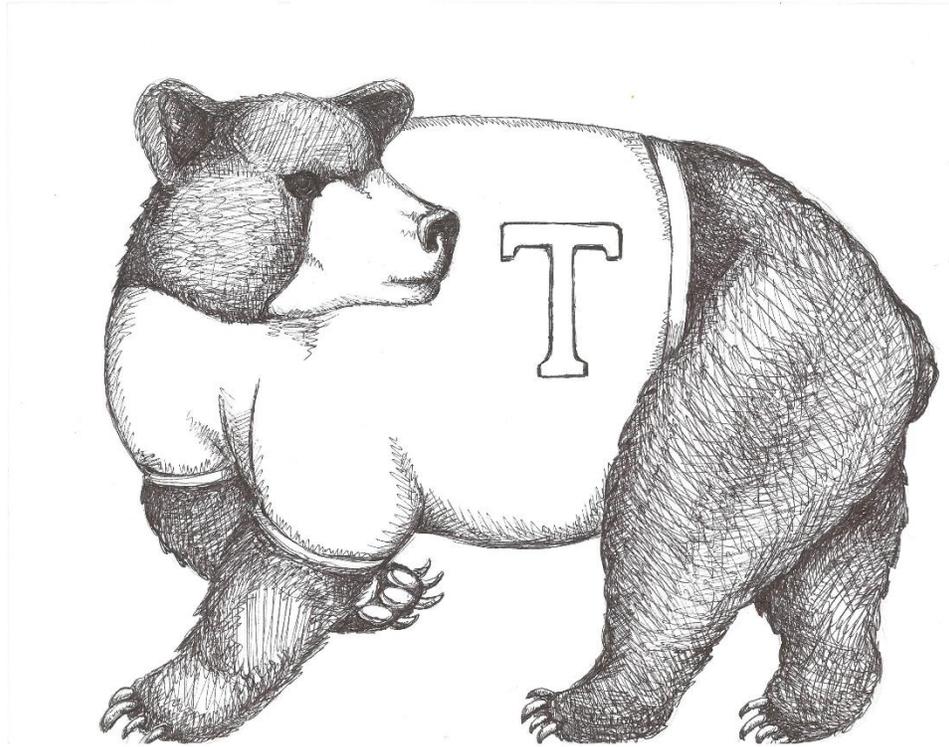# Thomaston Public Schools

158 Main Street
Thomaston, Connecticut 06787
www.thomastonschools.org – 860-283-4796

Thomaston Public Schools Curriculum

Thomaston High School
Grade 7: Technology 2015

Learn to Live, Live to Learn

Acknowledgements

Curriculum Writer(s):

Michelle Dayton
Patricia Henderson

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Thomaston students.

Date of Presentation to the Board of Education: August 2015

Technology Curriculum Grade 7

<p style="text-align:center;">Board of Education Mission Statement:</p>

<p style="text-align:center;">IN A PARTNERSHIP OF FAMILY, SCHOOL AND COMMUNITY, OUR MISSION IS TO EDUCATE, CHALLENGE AND INSPIRE EACH INDIVIDUAL TO EXCEL AND BECOME A CONTRIBUTING MEMBER OF SOCIETY.</p>

Departmental Philosophy:

The Thomaston Public School District Technology Curriculum is designed to promote technological and information literacy utilizing the 21st Century Skills of critical thinking, problem solving, collaboration, leadership, adaptability, entrepreneurialism effective oral and written communication, accessing and analyzing information, curiosity and imagination. These skills will enable our students to compete in an ethical and responsible manner in our ever-changing global economy. Our curriculum seeks to promote academic success by embedding technology tools and applications into the teaching and learning process.

All students will develop technology skills in a wide-range of contexts while simultaneously strengthening understanding of essential academic knowledge and skills.

This real-world approach allows classroom teachers to enhance the learning process, enrich the academic experience, and provide students with the skills necessary to succeed in life. Students are active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world. They will become resourceful learners, utilizing information, media, and technology literacy and will become responsible citizens demonstrating the characteristics of pride, leadership, confidence, respect, motivation and flexibility.

Course Description:

This course examines available resources in the Library Media Center. Students will learn to locate, access, evaluate, synthesize and use information effectively. Students will work collaboratively to create innovation projects and presentations using digital media. Students will practice responsible, legal, safe and ethical use of resources and technology. Students will be encouraged to use literature for learning personal growth and enjoyment.

Subject: Library Media

Grade/Course: Grade 7

Pacing: Once a week for four weeks

Unit of Study: Using the Library Media Center

Unit Overview: Students will be introduced to the materials in the Media Center and where to locate them. Students will learn about internet safety and will use proper standards of behavior when using the internet.

Priority Standards:

Students will use organizational strategies to identify, locate and access a variety of information sources.

Students will understand social, cultural issues relating to media and technology and practice online safety.

"Unwrapped" Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)

strategies	use (DOK1)
information sources	identify (DOK1) locate (DOK1) access (DOK1)
social, cultural issues (relating to media and technology	understand (DOK1)
online safety	practice (DOK1)

Essential Questions	Big ideas
Where do you locate appropriate resources in the media center? What skills and strategies can you use to gather information effectively?	Media Centers help you explore your world.
What are your responsibilities when using the Media Center?	

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – "Dipsticks"	Common Formative Mid and or Post-Assessments
List 3 strategies to gather information effectively? What are some available resources? Be specific.	Utilizing the website *Hstry* have students create timelines as a project or review to check for understanding of their historical unit	What five strategies would you use to gather information effectively and explain why? What are some available resources? Be specific.

Performance Task
Pretend that you lifted off in a hot air balloon from Thomaston. You traveled across the ocean and landed in a new country. This country is very different from what you are used to. There is a different climate, a new language, new foods, new customs and different currencies. Your family is waiting to hear from you. Create a newsletter describing all the changes that you have seen and then produce a multimedia presentation that invites and encourages your family to visit this new country. Be sure to include as much information as you can.
Engaging Learning Experiences
Task 1 - Create a list of materials that are available in the media center and online that you can use to research the climate, languages, foods and customs in this new country. (knowledge and comprehension)
Task 2- Use at least one print source and at least one online source to compare and contrast Thomaston with this new country. (analysis)
Task 3- Write a newsletter describing the differences between the two places. (application and synthesis)
Task 4- Create a presentation that encourages your family to visit this new country. (synthesis and evaluation)

Media Centers Help You Explore Your World Newsletter Rubric

	Exceeds Standard 5 pts	Meets Standard 3 pts	Below Standard 1 pts
Content	Exceeds Standard The content of the presentation clearly answered the essential question. The information was logically and creatively organized.	Meets Standard The content of the presentation answered the essential question. The information was logically organized.	Below Standard The content of the presentation attempted to answer the essential question. All questions may not have been answered. The information was somewhat organized.

Media Centers Help You Explore Your World Presentation Rubric

	Exceeds Standard 5 pts	Meets Standard 3 pts	Below Standard 1 pts
Content	<u>Exceeds Standard</u> The content of the presentation clearly answered the essential question. The information was logically and creatively organized.	<u>Meets Standard</u> The content of the presentation answered the essential question. The information was logically organized.	<u>Below Standard</u> The content of the presentation attempted to answer the essential question. All questions may not have been answered. The information was somewhat organized.
Visual Presentation	<u>Exceeds Standard</u> The multimedia tool used to present their information was well thought out and creative. The text was clearly legible, and the visuals thoroughly elaborated the key ideas. The font and background colors were visually appealing and thoughtfully chosen.	<u>Meets Standard</u> The multimedia tool used to present their information was appropriate. The text was legible, and the visuals elaborated the ideas appropriately. The font and background colors were visually appealing.	<u>Below Standard</u> The multimedia tool used to present their information was somewhat appropriate. The text was fairly legible, and the visuals attempted to connect to the key ideas. The font and background colors were not visually appealing.
Oral Presentation	<u>Exceeds Standard</u> Student spoke clearly and at an appropriate voice level. He/she made eye contact all of the time.	<u>Meets Standard</u> Student spoke clearly and at an appropriate voice level. He/she made eye contact most of the time.	<u>Below Standard</u> Student was difficult to understand. His/her voice level was too low to follow. He/she made little or no eye contact.
Group Work	<u>Exceeds Standard</u> The group worked together well. They helped each other and the work was shared equally. All members contributed.	<u>Meets Standard</u> The group worked together well. The work was shared equally, and all members contributed.	<u>Below Standard</u> The group did not work well together . The work was not shared equally, and one or more members did not contribute.

Instructional Resources
http://www.oddizzi.com/teachers/explore-the-world/places/europe/ http://www.ducksters.com/geography/europe.php http://www.sciencekids.co.nz/sciencefacts/countries.html American Association of School Librarians Standards for the 21st Century Learner http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf   Media center books and periodicals

Instructional Strategies	Meeting the Needs of All Students
Oral and written communication Accessing and analyzing information Collaboration Presentation Teamwork Cooperative learning	Small group instruction Supplementary materials Assistive Technology Graphic Organizers
21st Century Skills Critical thinking and problem solving Collaboration and leadership Agility and adaptability Initiative and entrepreneurialism Effective oral and written communication Accessing and analyzing information Curiosity and imagination **Marzano's Nine Instructional Strategies for Effective Teaching and Learning** **1. Identifying Similarities and Differences**: helps students understand more complex problems by analyzing them in	**Differentiated Instruction** Differentiate: content process product Base on Student: readiness interests learning profile Through: multiple intelligences jigsaw

a simpler way

2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words

3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

graphic organizers
supplementary materials
small group instruction
varied questioning strategies
additional time
reteaching
manipulatives
mentor/tutor
pre-teaching
use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
Customs	Reteach	Serve as a peer mentor
Currencies	Small group instruction	Create a website
Text wrapping	Assign a peer mentor	
Imagery sizing	The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class.	The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons,

	Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. **Provide Multiple Means of Representation** ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. "I do, we do, you do." ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. **Provide Multiple Means of Action and Expression** ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the	demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because…" "Can you explain how you solved it?" "I noticed that…" "Your solution is different from/ the same as mine because…" "My mistake was to…" Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if…?" "Can you propose an alternative…?" "How would you evaluate…?" "What choice would you have made…?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.

	same concepts. **Provide Multiple Means of Engagement** ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). ● Have students work together and then check their solutions. ● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first? ● Practice routine to ensure smooth transitions. ● Set goals with the students regarding next steps and what to focus on next	

Library Media

Unit Two: Internet Use and Digital Citizenship

Subject: Library Media

Grade/Course: Grade 7

Pacing: Once a week for four weeks

Unit of Study: Internet Use and Digital Citizenship

Unit Overview: Students will practice using online information sources correctly and safely. Students will show good digital citizenship while using online resources and will be able to access appropriate information.

Priority Standards:

Students will use organizational strategies to identify, locate and access a variety of information.

Students will use informational strategies to search for sources to meet an information need.

Students will understand social, cultural issues relating to media and technology and practice online safety.

Students will demonstrate responsible, legal and ethical use of information resources, computers and other technologies.

"Unwrapped" Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
strategies	use (DOK1)
variety of knowledge	identify (DOK1) locate (DOK1) access (DOK1)
informational strategies	use (DOK1)
information need	search (DOK2)
social, cultural issues (relating to media and technology)	understand (DOK2)
online safety	practice (DOK2)
legal and ethical use of resources, computers and other technologies.	demonstrate (DOK2)

Essential Questions	Big ideas
What skills and strategies are needed to gather information effectively? How do you utilize the Internet in an ethical and responsible manner?	The internet is the information highway.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – "Dipsticks"	Common Formative Mid and or Post-Assessments Resources
When using the Internet responsibly what three factors do you need to consider? What is a good digital citizen? Include three characteristics.	3,2,1- quick entrance and exit slips including the following information- 3 things I learned 2 Interesting facts 1 thing I still need to know	Write three or more paragraphs explaining guidelines for utilizing the Internet and why they are important. What does it means to be a good digital citizen? Include at least three characteristics. Brain Pop quiz- Digital Etiquette https://www.brainpop.com/socialstudies/culture/digitaletiquette/quiz/

| | | Podcast- Students will play the part of a content expert and discuss content-related issues on a podcast, using the free Easypodcast.

Students can respond to prompts using Padlet, a virtual corkboard where many computer users can simultaneously post their responses, followed by a focused whole-class discussion of students' answers. The instructor doesn't always have to develop prompts -- students can invent and submit one or more potential exam questions and answers on relevant content. Tell them that you'll include the best contributions on a forthcoming quiz. |
|---|---|---|
| | | |

Performance Task
Ask students to complete challenges and post tutorials of the task. Creating tutorials is a great way to capture student interest and teaching others leads to deeper understanding.

Utilizing the website Glossi have your class come together to create their own magazine on Utilizing the Internet or Digital Citizenship and then share with peers. |

Engaging Learning Experiences
To be developed during the course of the school year.

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Instructional Resources
American Association of School Librarians Standards for the 21st Century Learner
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf
PBS Webonauts Internet Academy Online Quiz
http://pbskids.org/webonauts/
Brain Pop video Digital Etiquette
https://www.brainpop.com/socialstudies/culture/digitaletiquette/
Brain Pop Quiz
https://www.brainpop.com/socialstudies/culture/digitaletiquette/quiz/
Additional BrainPop Activities and Lessons:

- Internet Searches Lesson Plan: Search Shark Game
- Online Safety with Storybird Lesson Plan: Understanding When to Ask for Parental Permission
- Online Safety Board Games Lesson Plan: Identify Internet Safety Rules
- No Bully Zone Lesson Plan: Responding to and Preventing Bullying
- Thomas Edison Lesson Plan: How Inventions Build Upon Each Other

Google Digital Literacy and Citizenship Curriculum:
http://www.google.com/goodtoknow/web/curriculum/

Instructional Strategies	Meeting the Needs of All Students
21st Century Skills	**Differentiated Instruction**
Critical thinking and problem solving	Differentiate:
Collaboration and leadership	content
Agility and adaptability	process
Initiative and entrepreneurialism	product
Effective oral and written communication	
Accessing and analyzing information	Base on Student:
Curiosity and imagination	readiness
	interests
	learning profile
Marzano's Nine Instructional Strategies for Effective Teaching and Learning	
1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way	Through:
	multiple intelligences
	jigsaw
2. Summarizing and Note-taking: promotes	graphic organizers
comprehension because students have to analyze what is	supplementary materials
important and what is not important and put it in their	small group instruction

own words

3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

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6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

varied questioning strategies
additional time
reteaching
manipulatives
mentor/tutor
pre-teaching
use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
scam multimedia cyberbullying storyboard netiquette plagiarism copyright laws	The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. **Provide Multiple Means of Representation**	The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because…" "Can you explain

| Internet safety Digital Citizenship | ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. "I do, we do, you do." ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. **Provide Multiple Means of Action and Expression** ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' | how you solved it?" "I noticed that…" "Your solution is different from/ the same as mine because…" "My mistake was to…" Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc.   Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if…?" "Can you propose an alternative…?" "How would you evaluate…?" "What choice would you have made…?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support. |

Library Media

Unit Three: Writing, Research and Presentation

Subject: Library Media

Grade/Course: Grade 7

Pacing: In collaboration with classroom teacher

Unit of Study: Writing, Research and Presentation

Unit Overview: Students will create a media presentation after gathering information online.

Priority Standards:

Students will synthesize and use information from a variety of sources.

Students will use appropriate technologies to create, visual, oral and multimedia to present research findings.

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technologies.

Students will interpret, evaluate and communicate using digital and visual media.

"Unwrapped" Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
information	synthesize and use (DOK1)
appropriate technologies	use (DOK1)
visual, oral and multimedia to present research findings	create (DOK4)
research findings	present (DOK3)
creative thinking	demonstrate (DOK4)
knowledge	construct (DOK3)

products and processes using technologies	develop (DOK4)
using digital and visual media	interpret (DOK2)
using digital and visual media	evaluate (DOK2)
using digital and visual media	communicate (DOK2)

Essential Questions	Big ideas
How can I creatively present my research?	There is no end to research and creativity.

Assessments

Common Formative Pre-Assessments	Progress Monitoring Checks – "Dipsticks"	Common Formative Mid and or Post-Assessments
List three sources where you can find information. What are three presentation tools that you can utilize?	Entrance and Exit Slips	Create a list of three "tips" that were most useful in creating your presentation. Reflect on your finished project. What did you learn about new sources, new tools, and creative ways to present your information.

Performance Task

Imagine that your family is living during a different time period in history. Compare and contrast your life today with your life during that period. What technological resources do you have today that were not available during that period? Rather than using your phone and computer how would you spend your days? How would you communicate with others and meet people? What would you do without texting, email, Facebook, Twitter, YouTube and Instagram? What activities would be available to you during that time? What technology was available during that time? Would you be able to take a photograph? How would you find out about world and breaking news, weather forecasts and politics. Were there organized sporting events? What words have been recently added to the dictionary that were not used during that time. Working in teams, create a detailed electronic presentation comparing and contrasting the two time periods.

Ideas for presentation:

Meograph, a multimedia storytelling tool, allows users to pull video and photos from the web, from social media, cloud-based storage, the computer's hard drive or webcam. Easily add narration and music then embed or share. Students can use Meograph to collect and share family histories or cultural stories.

Engaging Learning Experiences

Task 1- Write a list of ideas describing daily life and technology during the time period you have chosen. (knowledge and comprehension)

Task 2- Compare and contrast daily life during that time with your present day life. (analysis)

Task 3- Design a brochure illustrating a day during that time period. (application and synthesis)

Task 4- Create a presentation that compares and contrasts the differences between that time period and today. Include daily activities, sports, technology, historical information and new vocabulary that has emerged. (synthesis and evaluation)

Grade Seven Performance Task

Unit Three

Imagine that your family is living during a different time period in history. Compare and contrast your life today with your life during that time. What technological resources do you have today that were not available during that time period? Rather than using your phone and computer how would you spend your days? How would you communicate with others and meet people? What would you do without texting, email, Facebook, Twitter, YouTube and Instagram? What activities would be available to you as a teen during that period? What technology was available during that time? Would you be able to take a photograph? How would you find out about world and breaking news, weather forecasts and politics. Were there organized sporting events? What words have been recently added to the dictionary that were not used during that time period. Working in teams, create a detailed electronic presentation comparing and contrasting these two time periods.

Week One - Write a list of ideas describing daily life and technology during the time period you have chosen.

Week Two -Compare and contrast daily life during the time period you have chosen with your present day life.

Week Three - Design a brochure illustrating a day during that time period.

Week Four - Begin to create a presentation that compares and contrasts the differences between that time period and today. Include daily activities, sports, technology, historical information and new vocabulary that has emerged.

In collaboration with classroom teacher: Finish electronic presentation.

Compare a Period in History to Today - Presentation Rubric

	Exceeds Standard 5 pts	**Meets Standard 3 pts**	**Below Standard 1 pts**
Content	<u>Exceeds Standard</u> The content of the presentation clearly answered the essential question. The information was logically and creatively organized.	<u>Meets Standard</u> The content of the presentation answered the essential question. The information was logically organized.	<u>Below Standard</u> The content of the presentation attempted to answer the essential question. All questions may not have been answered. The information was somewhat organized.
Visual Presentation	<u>Exceeds Standard</u> The multimedia tool used to present their information was well thought out and creative. The text was clearly legible, and the visuals thoroughly elaborated the key ideas. The font and background colors were visually appealing and thoughtfully chosen.	<u>Meets Standard</u> The multimedia tool used to present their information was appropriate. The text was legible, and the visuals elaborated the ideas appropriately. The font and background colors were visually appealing.	<u>Below Standard</u> The multimedia tool used to present their information was somewhat appropriate. The text was fairly legible, and the visuals attempted to connect to the key ideas. The font and background colors were not visually appealing.
Oral Presentation	<u>Exceeds Standard</u> Student spoke clearly and at an appropriate voice level. He/she made eye contact all of the time.	<u>Meets Standard</u> Student spoke clearly and at an appropriate voice level. He/she made eye contact most of the time.	<u>Below Standard</u> Student was difficult to understand. His/her voice level was too low to follow. He/she made little or no eye contact.
Group Work	<u>Exceeds Standard</u> The group worked together well. They helped each other and the work was shared equally. All members contributed.	<u>Meets Standard</u> The group worked together well. The work was shared equally, and all members contributed.	<u>Below Standard</u> The group did not work well together . The work was not shared equally, and one or more members did not contribute.

http://chnm.gmu.edu/tah-loudoun/blog/lessons/colonial-life-comparecontrast/

http://www.scholastic.com/teachers/article/colonial-period-1607%E2%80%931776

http://www.**iconn**.org

American Association of School Librarians Standards for the 21st Century Learner
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Additional Resources:
THS Follett (Books and Periodicals)

Instructional Strategies	Meeting the Needs of All Students	
Oral and written communication Accessing and analyzing information Collaboration Presentation Teamwork Cooperative learning	Small group instruction Supplementary materials Assistive Technology Graphic Organizers	
New Vocabulary	**Students Achieving Below Standard**	**Students Achieving Above Standard**

Assistive Technology Periodical ICONN Database	Reteach Small group instruction Assign a peer mentor	Serve as a peer mentor Create a website

Library Media

Unit Four: Literature Appreciation

Subject: Library Media

Grade/Course: Grade 7

Pacing: School Year

Unit of Study: Literature Appreciation

Unit Overview: Students will choose appropriate literature for pleasure reading and will develop an appreciation for literature.

Priority Standards:

Develop appreciation and self-motivation as a reader.

Determine and select materials appropriate to personal abilities and interests.

"Unwrapped" Standards	
Concepts (What Students Need to Know)	**Skills (What Students Need to Be Able to Do)**
appreciation and self-motivation	develop (DOK2)
appropriate materials	determine (DOK1)
appropriate materials	select (DOK1)

Essential Questions	Big ideas
How is reading a lifelong resource for learning, personal growth and enjoyment?	Books open your mind.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – "Dipsticks"	Common Formative Mid and or Post-Assessments Resources
Survey students to gauge perception and feeling about reading.		Survey students to gauge perceptions and feelings about reading and how they have changed during the year. Share your favorite book, poem or character with the class.

Performance Task

Ideas:
Utilizing the one or more of the following apps or websites: The app Figment is a community of readers and writers, creators and artists, using the internet to share ideas and stories. In Figment, one can search for particular types of texts/writing, by genre or by tags. Check out Figment's library or spotlight books, or join a group based on interests. There are forums for networking, sharing ideas and opinions, and troubleshooting. Keep up to date on the Daily Fig for contests, polls, and quizzes. Get feedback and share your talents! Grades 4-12. You can use Figment for a summer reading group.

Engaging Learning Experiences
To be developed during the course of the year.

Instructional Resources
American Association of School Librarians Standards for the 21st Century Learner http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Instructional Strategies	Meeting the Needs of All Students
21st Century Skills	**Differentiated Instruction**
Critical thinking and problem solving	Differentiate:
Collaboration and leadership	content
Agility and adaptability	process
Initiative and entrepreneurialism	product
Effective oral and written communication	
Accessing and analyzing information	Base on Student:
Curiosity and imagination	readiness
	interests
Marzano's Nine Instructional Strategies for Effective Teaching and Learning	learning profile
1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way	Through: multiple intelligences jigsaw
2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is	graphic organizers supplementary materials

important and what is not important and put it in their own words

3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

small group instruction
varied questioning strategies
additional time
reteaching
manipulatives
mentor/tutor
pre-teaching
use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
Genre Fiction Non Fiction Autobiography Fable Tragedy Comedy Setting Characher Point of View Climax Resolution Mood Theme Tone Foreshadow Flashback	The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. **Provide Multiple Means of Representation** ● Guide students as they select	The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because…" "Can you explain how you solved it?" "I noticed that…"

Irony Sensory Language Metaphor Simile Personification Idiom	and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. "I do, we do, you do." ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. **Provide Multiple Means of Action and Expression** ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the same concepts. **Provide Multiple Means of Engagement** ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning	"Your solution is different from/ the same as mine because…" "My mistake was to…" Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if…?" "Can you propose an alternative…?" "How would you evaluate…?" "What choice would you have made…?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.

	interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). ● Have students work together and then check their solutions. ● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first? ● Practice routine to ensure smooth transitions. 　● Set goals with the students regarding next steps and what to focus on next.	

Sample Lesson Plan

Library Media Center

Grade 7

Brief Description

Students learn the six criteria for evaluating Web sites and then use those criteria to locate three sites that provide good information and three that do not.

Objectives

Students will

- Understand the six criteria for evaluating Web sites
- Identify Web sites with accurate, relevant, and current information on a given topic

Keywords

Internet research, Web site evaluation, information literacy

Materials Needed

- Chromebooks
- Access to Google Docs

Lesson Plan

To prepare for this lesson, have students review the Education World techtorial Improving Media Literacy website which explains the six criteria for evaluating a Web site: coverage, objectivity, currency, origin, accuracy, and purpose. See attached:

Begin the lesson by asking students if they think everything on the Internet is accurate. Ask them to share how they decide whether information on the Web is accurate. Display or share the Save the Pacific Northwest Tree Octopus http://zapatopi.net/treeoctopus.html and ask students to evaluate the site based on their own criteria.

Then, walk students through the six criteria in Improving Media Literacy. Encourage students to take notes on Google Docs.

Ask students to choose an appropriate -- and fun -- topic (such as skateboarding), or assign a topic to them. Then have them (working individually or with a partner):

- Type or handwrite a list of the six criteria, and explain what a good site might include to fulfill each criterion. For example, a student researching skateboarding may write:
  - Coverage: A good Web site would include information on the top skateboarders in the world, as well as links to manufacturers, competitions, and hints/tips for skateboarding.
  - Objectivity: A good Web site would provide both sides of the debate on whether skateboarders should be allowed on such public areas as sidewalks, plazas, parks, and so on.
  - Currency: A good Web site would provide the results from the most recent major skateboarding competitions.
- Use a search engine (examples- Google, Dogpile, Explain the difference between a search engine and A metasearch engine (or aggregator) is a search tool that uses another search engine's data to produce their own results from the Internet. Metasearch engines take input from a user and simultaneously send out queries to third party search engines for results to find six Web sites related to their chosen topic; three sites that are useful for doing research and three that are not.
- Write or type the URL and site name for each. What is in a .org, .gov, .com,.edu?
- Explain in a shared Google Docs why the site is a good or poor choice for research, including the criteria used to make those decisions. For example: *Bob'sSkateboardingMagic.net is NOT a good choice for research because Bob, who is 9 years old, only has copied and pasted pictures of his favorite skateboarders. There's not much information (coverage) and Bob is not an expert (origin) on skateboarding.*
- Share their work in a Google Doc with their classmates, perhaps displaying one good and one poor Web site.

As each student or student pair share their work, encourage other students to discuss whether they agree or disagree with the choices made.

Assessment

Students will be evaluated on

- their understanding and application of the six criteria for evaluating Web sites as demonstrated in their written work
- their interpersonal skills and teamwork (if working with a partner)

The lesson culminates with a group discussion on evaluating resources- who found what and what did they find? Students display their results via Google Docs.

National Standards

ISTE 3.Research and information fluency Students apply digital tools to gather, evaluate, and use information. a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Criteria For Evaluating Websites

1. AUTHORITY

Authority reveals that the person, institution or agency responsible for a site has the qualifications and knowledge to do so. Evaluating a web site for authority:

- Authorship: It should be clear who developed the site.
- Contact information should be clearly provided: email address, address, phone number.
- Credentials: the author should state qualifications, credentials, or personal background that gives them authority to present information.
- Check to see if the site supported by an organization or a commercial body

2. PURPOSE

The purpose of the information presented in the site should be clear. Some sites are meant to inform, persuade, state an opinion, entertain, or parody something or someone. Evaluating a web site for purpose:

- Does the content support the purpose of the site?
- Is the information geared to a specific audience (students, scholars, general reader)?
- Is the site organized and focused?
- Are the outside links appropriate for the site?
- Does the site evaluate the links?
- Check the domain of the site. The URL may indicate its purpose.

3. COVERAGE

It is difficult to assess the extent of coverage since depth in a site, through the use of links, can be infinite. One author may claim comprehensive coverage of a topic while another may cover just one aspect of a topic. Evaluating a web site for coverage:

- Does the site claim to be selective or comprehensive?
- Are the topics explored in depth?
- Compare the value of the site's information compared to other similar sites.
- Do the links go to outside sites rather than its own?
- Does the site provide information with no relevant outside links?

4. CURRENCY

Currency of the site refers to: 1) how current the information presented is, and 2) how often the site is updated or maintained. It is important to know when a site was created, when it was last updated, and if all of the links are current. Evaluating a web site for currency involves finding the date information was:

- first written
- placed on the web
- last revised

Then ask if:

- Links are up-to-date
- Links provided should be reliable. Dead links or references to sites that have moved are not useful.
- Information provided so trend related that its usefulness is limited to a certain time period?
- the site been under construction for some time?

5. OBJECTIVITY

Objectivity of the site should be clear. Beware of sites that contain bias or do not admit its bias freely. Objective sites present information with a minimum of bias. Evaluating a web site for objectivity:

- Is the information presented with a particular bias?
- Does the information try to sway the audience?
- Does site advertising conflict with the content?
- Is the site trying to explain, inform, persuade, or sell something?

6. ACCURACY

There are few standards to verify the accuracy of information on the web. It is the responsibility of the reader to assess the information presented. Evaluating a web site for accuracy:

- Reliability: Is the author affiliated with a known, respectable institution?
- References: do statistics and other factual information receive proper references as to their origin?
- Does the reading you have already done on the subject make the information seem accurate?
- Is the information comparable to other sites on the same topic?
- Does the text follow basic rules of grammar, spelling and composition?
- Is a bibliography or reference list included?