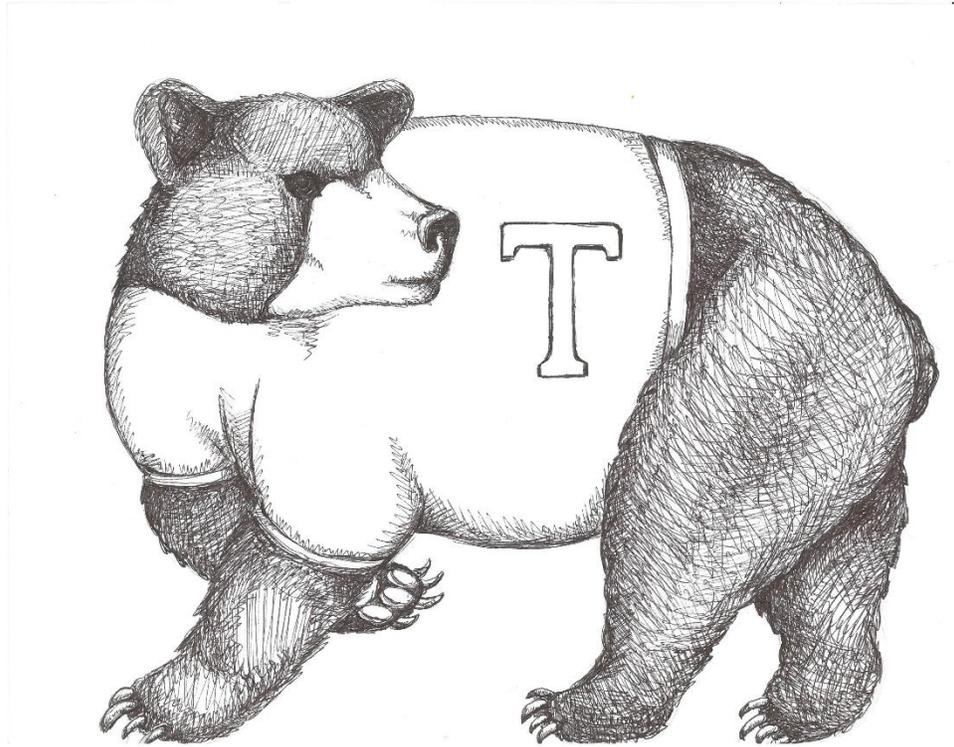# Thomaston Public Schools

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



### Thomaston Public Schools Curriculum

### Thomaston High School
### Grade 8:  Technology 2015

**Learn to Live, Live to Learn**

# Acknowledgements

Curriculum Writer(s):

Patricia Hendersen
Michelle Dayton

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 8 )**

<u>Board of Education Mission Statement:</u>
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.

**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.

**Library Media**

**Unit One:  Using the Library Media Center**

**Subject:  Library Media**

**Grade/Course:**  Grade 8

**Pacing:**   Once per week for four weeks.

**Unit of Study:**  Using the Library Media Center

**Unit Overview:** Students will learn a variety of organizational strategies to access information and develop an understanding on issues relating to technology.

**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.

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

| "Unwrapped" Standards | |
|---|---|
| **Concepts (What Students Need to Know)** | **Skills (What Students Need to Be Able to Do)** |
| strategies | use (DOK1) |
| information sources | identify (DOK1)<br>   locate (DOK1)<br>   access (DOK1) |
| social, cultural issues (relating to media and technology | understand (DOK1) |
| online safety | practice (DOK1) |
| informational strategies | use (DOK1) |
| sources | search (DOK2) |

| Essential Questions | Big ideas |
|---|---|
| What are your responsibilities when using the Media Center?<br>What are the skills and strategies needed to gather information effectively?<br>What are the available resources? | Media Centers help you explore your world. |

| Assessments | | |
|---|---|---|
| Common Formative Pre-Assessments | Progress Monitoring Checks – "Dipsticks" | Common Formative Mid and or Post-Assessments Resources |
| List 5 strategies to gather information effectively.  Be specific.<br><br>Name five available resources and how are they best utilized?  Be specific. | Quick writes<br>Exit tickets | Create a presentation illustrating five strategies you have utilized and what made them valuable resources? |

| Performance Task |
|---|
| To be completed during the course of the school year. |

| Engaging Learning Experiences |
|---|
| To be completed during the course of the school year. |

| Instructional Resources |
| --- |
| American Association of School Librarians Standards for the 21st Century Learner<br>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**<br>Critical thinking and problem solving<br>Collaboration and leadership<br>Agility and adaptability<br>Initiative and entrepreneurialism<br>Effective oral and written communication<br>Accessing and analyzing information<br>Curiosity and imagination<br><br>**Marzano's Nine Instructional Strategies for Effective Teaching and Learning**<br>**1. Identifying Similarities and Differences**: helps students understand more complex problems by analyzing them in a simpler way<br>**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<br>**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.<br>**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.<br>**5. Nonlinguistic Representations:** has recently been proven to stimulate and increase brain activity.<br>**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 | **Differentiated Instruction**<br>Differentiate:<br>content<br>process<br>product<br><br>Base on Student:<br>readiness<br>interests<br>learning profile<br><br>Through:<br>multiple intelligences<br>jigsaw<br>graphic organizers<br>supplementary materials<br>small group instruction<br>varied questioning strategies<br>additional time<br>reteaching<br>manipulatives<br>mentor/tutor<br>pre-teaching<br>use of visuals and realia<br>ongoing comprehension checks<br>co-teaching<br>build on prior knowledge |

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.

| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
|---|---|---|
| ICONN<br>Google Scholar<br>Evaluation Skills<br>Collective Knowledge | Reteach<br><br>Small group instruction<br><br>Assign a peer mentor<br><br>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.<br><br>**Provide Multiple Means of Representation**<br><br>● Guide students as they select and practice using their own graphic organizers and models to solve.<br>● Use direct instruction for vocabulary with visual or concrete representations.<br>● Use explicit directions with steps and procedures enumerated.<br>● Guide students through initial | Serve as a peer mentor<br><br>Create a website<br><br>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…" "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 |

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 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

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.

| | all of the information I need?; What do I do first? <br><br>● Practice routine to ensure smooth transitions. <br>  ● Set goals with the students regarding next steps and what to focus on next | |
|---|---|---|

<br><br>

**Library Media**

**Unit Two:   Internet Use and Digital Citizenship**

**Subject:  Library Media**

**Grade/Course:**  Grade 8

**Pacing:**  Once per week for four weeks

**Unit of Study:**   Internet Use and Digital Citizenship

**Unit Overview:** Students will develop an understanding of identifying, locating and accessing information as well as issues relating to Digital Citizenship.

**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 and information need.

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

Students will assess the effectiveness of their information choices for problem-solving and conducting research.

| "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) <br> locate (DOK1) <br> access(DOK1) |
| informational strategies | use (DOK1) |
| information need | search (DOK3) |
| social, cultural issues (relating to media and technology) | understand (DOK2) |
| online safety | practice (DOK2) |
| effectiveness of their information choices | assess (DOK3) |

| Essential Questions | Big ideas |
|---|---|
| What skills and strategies are needed to gather information effectively?<br>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 five factors do you need to consider?<br><br>What makes a good digital citizen? Describe at least three characteristics. | Entrance and Exit Slips | Write five or more paragraphs explaining guidelines for utilizing the Internet, why they are important and what factors should be considered. Give examples and be specific.<br><br>Explain what a good digital citizen is. Include at least three characteristics. |

| **Performance Task** |
| --- |
| Pretend your are an online sleuth!   Your job is to investigate and report on the following criteria: <br><br> Why is it important to be alert when searching online and how will you make good decisions about your search?  How do you check sources?  How do you manage and create a positive reputation online? How do you communicate in a safe manner?  How do you avoid tricks and scams? Once your research is complete you will work in groups and create a multimedia presentation about your findings. |
| **Engaging Learning Experiences** |
| Task 1- Write a list of ideas describing how to search and be safe on the Internet. (Knowledge and Comprehension) <br><br> Task 2- Compare and contrast safe and unsafe Internet searching. (Analysis) <br><br> Task 3- Create a Storyboard that shows good Digital Citizenship utilization. (Application and Synthesis) <br><br> Task 4- Create a multimedia presentation that compares and contrasts safe searching and shows proper Digital Citizenship. (synthesis and evaluation) |

Grade Eight Performance Task
Unit Two

Tasks to complete:

Week One:  Write a list of ideas describing how to search and be safe on the Internet.

Week Two: Compare and contrast safe and unsafe Internet searching.

Week Three: Create a Storyboard that shows good Digital Citizenship utilization.

Week Four: Begin to create a multimedia presentation that compares and contrasts safe searching and shows proper Digital Citizenship.

In collaboration with classroom teacher:  Finish multimedia presentation

**Internet Use and Digital Citizenship Presentation**

|  | Exceeds Standard 5 pts | Meets Standard 3 pts | Below Standard 1 pts |
|---|---|---|---|
| **Content** | Exceeds Standard<br><br>The content of the presentation clearly answered the essential question. The information was logically and creatively organized. | Meets Standard<br><br>The content of the presentation answered the essential question. The information was logically organized. | Below Standard<br><br>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** | Exceeds Standard<br><br>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 | Meets Standard<br><br>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 | Below Standard<br><br>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 |

| | ideas. The font and background colors were visually appealing and thoughtfully chosen. | were visually appealing. | background colors were not visually appealing. |
|---|---|---|---|
| **Oral Presentation** | <u>Exceeds Standard</u><br><br>Student spoke clearly and at an appropriate voice level. He/she made eye contact all of the time. | <u>Meets Standard</u><br><br>Student spoke clearly and at an appropriate voice level. He/she made eye contact most of the time. | <u>Below Standard</u><br><br>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><br><br>The group worked together well. They helped each other and the work was shared equally. All members contributed. | <u>Meets Standard</u><br><br>The group worked together well. The work was shared equally, and all members contributed. | <u>Below Standard</u><br><br>The group did not work well together . The work was not shared equally, and one or more members did not contribute. |

| **Instructional Resources** |
|---|

Internet Sources:

https://www.google.com/safetycenter/tools/    ( Described below)

Become an Online Sleuth

- In this class, students will identify guidelines for evaluating the credibility of content online.
- Students will be able to answer the essential question: **Why is it important to be alert and check sources while exploring online?**
- This class includes pre and post-assessments and several activities for students.

Task 2: Manage your Digital Footprint

- Students will be empowered with the information to make safe and appropriate decisions online by learning the importance of online citizenship, how to manage and create a positive reputation online and how to always explore the Internet and other digital communication in a safe manner.
- This class is divided into three lessons: Protect Your Stuff, Be Respectful to Yourself and Others, and "Street Smart".
- Each lesson includes pre and post-assessments, guidelines, and several fun activities for students.

Task 3: Identify Tricks and Scams Online

- In this lesson, students will learn how to avoid online tricks and scams, and learn best practices of how to conduct themselves online.
- Students will be able to answer the essential question: **How do I protect myself against online tricks?**

○ This class includes pre and post-assessments, tips on spotting scams, and an activity to reinforce guidelines on avoiding scams and cyber tricks.

http://www.puresight.com/Useful-tools/tips-for-safe-internet-use.html

http://planetnutshell.com/project/netsafe-episode-10-how-to-stop-cyber-bullying-grades-7-12/

http://planetnutshell.com/project/netsafe-episode-11-protect-your-personal-information-grades-7-12/

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

Cyber Safety site for students-

http://www.21things4students.net/21/cybersafety/

| Instructional Strategies | Meeting the Needs of All Students |
|---|---|
| Oral and written communication | Small group instruction |
| Accessing and analyzing information | Supplementary materials |
| Collaboration | Assistive Technology |
| Presentation | Graphic Organizers |
| Teamwork | Varied questioning strategies |
| Cooperative learning | |
| **21st Century Skills**<br>Critical thinking and problem solving<br>Collaboration and leadership<br>Agility and adaptability<br>Initiative and entrepreneurialism<br>Effective oral and written communication<br>Accessing and analyzing information<br>Curiosity and imagination | **Differentiated Instruction**<br><br>Differentiate:<br>content<br>process<br>product<br><br>Base on Student:<br>readiness<br>interests<br>learning profile |
| **Marzano's Nine Instructional Strategies for Effective Teaching and Learning**<br>**1. Identifying Similarities and Differences**: helps students understand more complex problems by analyzing them in a simpler way<br>**2. Summarizing and Note-taking**: promotes | Through:<br>multiple intelligences<br>jigsaw<br>graphic organizers<br>supplementary materials |

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.

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** |

| | | |
|---|---|---|
| sleuth<br><br>scam<br><br>multimedia<br><br>cyberbullying<br><br>storyboard<br><br>netiquette<br><br>plagiarism<br><br>copyright laws<br><br>Internet safety | Reteach<br><br>Small group instruction<br><br>Assign a peer mentor<br><br><br>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.<br><br>**Provide Multiple Means of Representation**<br><br>● Guide students as they select and practice using their own graphic organizers and models to solve.<br>● Use direct instruction for vocabulary with visual or concrete representations.<br>● Use explicit directions with steps and procedures enumerated.<br>● Guide students through initial practice promoting gradual independence. "I do, we do, you do."<br>● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. | Serve as a peer mentor<br><br>Create a website<br><br><br>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…" "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…?" |

| | | |
|---|---|---|
| | ● Scaffold complex concepts and provide leveled problems for multiple entry points.<br><br>**Provide Multiple Means of Action and Expression**<br>● 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?'<br>● Encourage students to explain their thinking and strategy for the solution.<br>● Choose tasks that are "just right" for learners but teach the same concepts.<br><br>**Provide Multiple Means of Engagement**<br><br>● Clearly model steps, procedures, and questions to ask when solving.<br>● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).<br>● Have students work together and then check their solutions.<br>● 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?<br>● Practice routine to ensure | "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. |

|  | smooth transitions. <br><br>● Set goals with the students regarding next steps and what to focus on next. |  |
|---|---|---|
|  |  |  |

**Library Media**

**Unit Three:  Writing, Research and Presentation**

**Subject:  Library Media**

**Grade/Course:**  Grade 8

**Pacing:** In collaboration with classroom teacher

**Unit of Study:**  Research Project

**Unit Overview:** Students will learn to utilize a variety of sources and technologies to synthesize information and present information in a creative and innovative way.

**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.
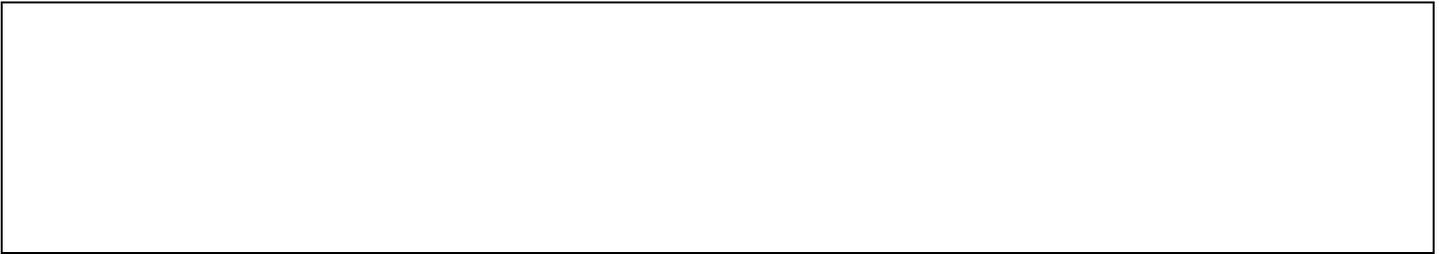
| "Unwrapped" Standards | |
|---|---|
| **Concepts (What Students Need to Know)** | **Skills (What Students Need to Be Able to Do)** |
| information | synthesize and use (DOK1) |
| appropriate technologies | use (DOK1) |
| visual, oral and multimedia to present research findings | create (DOK4) |
| research findings | present (DOK3) |
| creative thinking | demonstrate (DOK4) |
| knowledge | construct (DOK3) |
| develop 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 Resources |
|---|---|---|
| List five sources where you can find information.<br>Name three presentation tools that can be utilized and describe each. | The 60 Second Paper- ask students to describe the most important thing they learned and identify any areas of confusion in under a minute. | Create a list of five "tips" that were most useful in creating your presentation.<br>Reflect on your finished project. What did you learn about new sources, new tools and creative ways to present your information. |

| **Performance Task** |
|---|
| To be developed during the course of the school year. |

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

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

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|---|---|
| **21st Century Skills**<br>Critical thinking and problem solving<br>Collaboration and leadership<br>Agility and adaptability<br>Initiative and entrepreneurialism<br>Effective oral and written communication<br>Accessing and analyzing information<br>Curiosity and imagination<br><br>**Marzano's Nine Instructional Strategies for Effective Teaching and Learning**<br>**1. Identifying Similarities and Differences**: helps students understand more complex problems by analyzing them in a simpler way<br>**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<br>**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.<br>**4. Homework and Practice**: provides opportunities to extend learning outside the classroom, but should be | **Differentiated Instruction**<br>Differentiate:<br>content<br>process<br>product<br><br>Base on Student:<br>readiness<br>interests<br>learning profile<br><br>Through:<br>multiple intelligences<br>jigsaw<br>graphic organizers<br>supplementary materials<br>small group instruction<br>varied questioning strategies<br>additional time<br>reteaching<br>manipulatives<br>mentor/tutor<br>pre-teaching<br>use of visuals and realia<br>ongoing comprehension checks<br>co-teaching |

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**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.

build on prior knowledge

| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
|---|---|---|
| Graphics<br>Royalty Free Images<br>Formatted Document<br>Hypermedia<br>Interactive Multimedia<br>Copyright Law<br>Fair Use<br>Hyperlink<br>Balance<br>Treatment | 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.<br><br>**Provide Multiple Means of Representation**<br><br>● Guide students as they select and practice using their own graphic organizers and models to solve.<br>● Use direct instruction for | 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…" "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 |

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| | vocabulary with visual or concrete representations.<br><br>● Use explicit directions with steps and procedures enumerated.<br><br>● Guide students through initial practice promoting gradual independence. "I do, we do, you do."<br><br>● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.<br><br>● Scaffold complex concepts and provide leveled problems for multiple entry points.<br><br>**Provide Multiple Means of Action and Expression**<br><br>● 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?'<br><br>● Encourage students to explain their thinking and strategy for the solution.<br><br>● Choose  tasks that are "just right" for learners but teach the same concepts.<br><br>**Provide Multiple Means of Engagement**<br><br>● Clearly model steps, procedures, and questions to ask when solving. | 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. |

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| | ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).<br>● Have students work together and then check their solutions.<br>● 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?<br>● Practice routine to ensure smooth transitions.<br>    ● Set goals with the students regarding next steps and what to focus on next. | |

**Library Media**

**Unit Four:  Literature Appreciation**

**Subject:  Library Media**

**Grade/Course:**  Grade 8

**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 | |
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| appreciation and self-motivation | develop (DOK2) |
| appropriate materials | determine (DOK1) |
| appropriate materials | select (DOK1) |
| | |

| Essential Question | Big Ideas |
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| How can reading become a lifelong resource for learning, personal growth and enjoyment? | Books open your mind. |
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| Assessments | | |
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| 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. | Entrance and exit slips- vocabulary and comprehension. | 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 your class. |

| Performance Task |
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| To be determined throughout the school year. |
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| **Engaging Learning Experiences** |
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| To be determined throughout the school year. |

| **Instructional Resources** |
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| American Association of School Librarians Standards for the 21st Century Learner<br>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:<br>multiple intelligences<br>jigsaw |
| **2. Summarizing and Note-taking**: promotes comprehension because students have to analyze what is | graphic organizers<br>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 |
|---|---|---|
| Alliteration<br>Allusion<br>Analogy<br>Antagonist<br>Anthology<br>Bibliography<br>Characterization<br>Main Character<br>Minor Character<br>Climax<br>Conflict<br>Connotation<br>Dialogue<br>Epic | 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.<br><br>**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 |

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| Euphemism<br>Flashback<br>Foil<br>Folktale<br>Foreshadowing<br>Hyperbole<br>Idiom<br>Imagery<br>Metaphor<br>Parable<br>Plagiarism | ● Guide students as they select and practice using their own graphic organizers and models to solve.<br>● Use direct instruction for vocabulary with visual or concrete representations.<br>● Use explicit directions with steps and procedures enumerated.<br>● Guide students through initial practice promoting gradual independence. "I do, we do, you do."<br>● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary.<br>● Scaffold complex concepts and provide leveled problems for multiple entry points.<br><br>**Provide Multiple Means of Action and Expression**<br><br>● 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?'<br>● Encourage students to explain their thinking and strategy for the solution.<br>● Choose tasks that are "just right" for learners but teach the same concepts.<br><br>**Provide Multiple Means of Engagement**<br><br>● Clearly model steps, procedures, and questions to ask when | 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. |

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| | solving.<br>● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).<br>● Have students work together and then check their solutions.<br>● 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?<br>● Practice routine to ensure smooth transitions.<br>    ● Set goals with the students regarding next steps and what to focus on next | |

# Sample Lesson Plan

**For the Love of Reading!**

Grade Level: 8th grade

**Standards:** 21st-Century Learner Skills Indicator(s): 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 4.1.4 Seek information for personal learning in a variety of formats and genres. Dispositions Indicator(s): 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. Responsibilities Indicator(s): 4.3.2 Recognize that resources are created for a variety of purposes. Self-Assessment Strategies Indicator(s): 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.4.4 Develop directions for future investigations. 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

**Objective:**

- Students will learn strategies to find books that will excite and instill a love of reading.
- Students will learn strategies to find books at their appropriate reading level.
- Students will reflect on and improve their book choices. Throughout the year, they will use websites and build on the skills from this lesson.
- Students will utilize Google Classroom or Google Blogger to create journals, blogs and book recommendations.
- Students will utilize the website **Booktrack Classroom** and create an immersive reading experience which allows students to read with a movie-style soundtrack they have created. Student work will be published and visible for their peers to enjoy.

**Overview:** Students will work toward independent selection of books to read for class and personal reading. Websites used include www.lexile.com, www.ARbookfind.com, and Follet. Students will utilize available technology to create recommendation lists.

**Essential Question:** How do I select the right book for the right purpose, based on my interests and at an appropriate reading level, and how do I make better choices in the future? What tools are available for finding a book for independent reading within my Lexile range? How can I creatively encourage other students to read?

**Materials Needed:** Chromebooks

**Lesson Plan:**

Students have basic knowledge of the Media Center and have assistance choosing books. Students will learn to use [www.lexile.com](http://www.lexile.com) to identify books in their interest areas and Lexile score taken from standarized tests. They will learn the process of self reflection in deciding if they liked a book and were successful Most importantly, they will fine-tune their own selection process to find the perfect book match for themselves.

Media Specialist will begin the lesson by sharing a favorite book and why it was a favorite. Discuss the style of the book, the characters and any interesting aspect of the book- writing style, author, genre, plot, character development etc.   Ask students what books they enjoy and why? Media Specialist will then instruct students on the process of selecting a book utilizing Follet and appropriate Lexile range. The teacher will provide Lexiles from test scores. The Media Specialist will demonstrate the process of finding books by interest level at www.lexiles.com.  Students will have time to select a book. This process should take students some time. Allow students to peruse through the books.

Once students have selected books the Media Specialist will allow students time to create a Google Blogger and view the BookTrack webpage- www.booktrackclassroom.com

Instruct students that the blogs will focus on the book and characters and why the chose the book. Students will create recommendation lists of books that will be available to the entire school. Links for the blogs and recommendation lists can be created on Media Center webpage. BookTracks will enhance the reader's experience. This process will be worked on in collaboration with the english/reading class.

This process should be repeated throughout the year in collaboration with eighth grade reading/english teacher.

**Assessment:**

Students will be evaluated based on the creativity of their blogs and BookTracks. Students will be encouraged to continue to create book recommendations on their blogs throughout the year.

**Estimated Lesson Time:** Instruction: Two Block periods- additional time as needed in english/reading class.

**Student self-questioning:** How can I make sure that a book is a good fit for me and that I will be successful with reading assignments? How can I make better choices in the future. What websites and people are good resources for this process?

**Independent practice:** Students will continue this process on their own throughout the year.