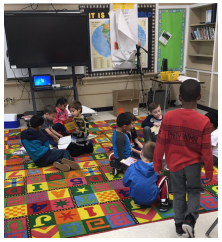
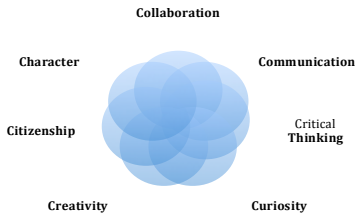
Content Area	Course: Information Literacy	Grade Level: 3-5
Information Literacy 	**R14 The Seven Cs of Learning** 	

Unit Titles	Length of Unit
• Empowered Learning: Student-Centered, Personalized Learning	• on going
• Digital Citizenship: Positive, Safe, Legal and Ethical Behavior	• on going
• Knowledge Construction: Inquiry and Research	• on going
• Innovation and Design: Imagine, Design, Create	• on going
• Computational Thinking: Patterns, Planning and Problem-Solving	• on going
• Creative Communication: Choice, Voice, and Audience	• on going
• Global Collaboration: Connecting Learners	• on going

Strands	Course Level Expectations
Critical Thinking	• Reason effectively to solve problems • Effectively analyze and evaluate arguments, claims and beliefs • Interpret information and draw conclusions based on analysis • Reflect critically on learning experiences and processes
Creativity	• Create new and worthwhile ideas • Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into work. • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. • View failure as an opportunity to learn; understand that creativity and innovation is long-term, cyclical process of small successes and frequent mistakes.
Communication	• Use communication for a range of purposes • Effectively utilize technology and assess tools/resources for impact on communication • Communicate effectively for an authentic audience
Collaboration	• Demonstrate the ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to accomplish a common goal. • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

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Unit Title	Empowered Learning: Student-Centered, Personalized Learning	Length of Unit	On going

Inquiry Questions (Engaging & Debatable)	• How do I create a learning goal? How do learning goals help me? • Which digital tools will help me to learn best? • How can I use technology to provide and gather feedback? • How can I solve technology problems as they arise? • How can I apply my technology skills to new digital environments?
Standards	**ISTE Standard 1: Empowered Learner** 1a., 1b., 1c. 1d. **AASL Standards Framework** **INQUIRE:** I.B.2, I.B.3, I.C.2, I.C.3, I.D.1, I.D.4**, COLLABORATE:** III.A.1, III.C.1, III.D.2**, EXPLORE:** V.A.3
Unit Strands & Concepts	• My Learning goals • Feedback for Improvement • Demonstrating my Learning • Tools I Can Use
Key Vocabulary	goals, reflection, revision, feedback, digital tools

Unit Title	Empowered Learning: Student-Centered, Personalized Learning	Length of Unit	on going

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Setting goals helps me learn. • Digital tools can help me show what I know • Technology will help me provide and gather feedback. • Feedback is important to improve my learning • Technology is another way of problem solving. • Technology skills change in different digital environments.	• Develop learning goals • Choose tools and resources depending on goals and task requirements. • Give appropriate and specific feedback using technology. • Reflect on their learning and make adjustments to processes and products. • Explore technologies and begin to transfer learning to different tools or learning environments.

Assessments:	Project-based reflection
Teacher Resources:	GSuite tools, digital apps/resources/tools, Empowered Learning Resource Folder

Unit Title	Digital Citizenship: Positive, Safe, Legal and Ethical Behavior	Length of Unit	on going

Inquiry Questions (Engaging & Debatable)	• What is responsible use of technology? • What are the characteristics of a good digital citizen? • How can students help each other be good digital citizens? • How do I search and create safely with technology? • What information should I keep private when online? • How can we collaborate using technology? • What responsibilities do I have to respect the creative work of others?
Standards	**ISTE Standard: Digital Citizen** 2a., 2b, 2c, 2d **AASL Standards Framework:** Digital Citizenship- **ENGAGE**: VI.A, VI.B, VI.D
Unit Strands & Concepts	• Responsible Use, • Being Kind Online, • Searching Safely, • Giving Credit, • Collaborating with Technology
Key Vocabulary	copyright, fair use, database, keyword, citation, filter, cyber bullying, upstander/bystander, appropriate use, sharing settings, privacy, digital footprint

Unit Title	Digital Citizenship: Positive, Safe, Legal and Ethical Behavior	Length of Unit	on-going

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• guidelines for responsible use of technolog and online safety • traits of a good digital citizen • Credit must given to recognize the work of others. • There is a difference between information that can be shared online and information that is private	• Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of decisions when interacting online. • Practice and encourage others in safe, legal and ethical behavior when using technology and interacting online. • Demonstrate respect for intellectual property with print and digital media when sharing the work with others. • Demonstrate an understanding of what personal data is, how to keep it private and how it may be shared online.

Assessments:	Project-based, reflection, formative assessment
Teacher Resources:	GSuite tools, Commonsense Media, digital apps/resources/tools, Digital Citizenship Resource Folder

Unit Title	**Knowledge Construction: Inquiry and Research**	**Length of Unit**	On going

Inquiry Questions (Engaging & Debatable)	• How do I plan for research? • What are the best questions to help me learn? • What do I do when my plan doesn't work? • What resources are best for me? • How do I know when a source is useful? • How do I know when a source is truthful? • How can I pursue my interests? • What are my favorite authors/genres? How can I explore different topics? • How do I make connections between my learning and the real world?
Standards	**ISTE STANDARD: Knowledge Constructor** 3a, 3b, 3c, 3d **AASL Standards Framework:** **INQUIRE:I.A, I.D.2, I.D.3,CURATE: IV.A, IV.B, IV.C.1, IV.D, EXPLORE:** V.A.1
Unit Strands & Concepts	Questioning and Inquiry, Finding Good Information, Connecting my learning,
Key Vocabulary	inquiry, authority, currency, relevancy, curate, open and closed questions, genre

Unit Title	Knowledge Construction: Inquiry and Research	Length of Unit	On going

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• There are steps to plan for research • Questions help guide research • Learning is sometimes challenging • Choosing quality resources for research is important • Not all resources are useful or truthful. • curious person explores a wide variety of topics • learning is connected to the real world.	• Develop and follow a plan for research • Select the best questions for their research • Problem-solve when learning is challenging • Select the most appropriate resource based on their needs. • Apply some criteria to determine if a resource is useful and/or truthful. • Identify determine personal interests or curiosities. • Select books/series/authors that interests them. • Explore a variety of topics by asking questions and finding answers • Make connections between their learning and the real world.

Assessments:	Project-based, reflection, formative assessment, surveys
Teacher Resources:	GSuite Tools, Destiny, digital databases, Noodletools, Knowledge Construction Resource Folder

Unit Title	Innovation and Design: Imagine, Design, Create	Length of Unit	on going

Inquiry Questions (Engaging & Debatable)	• What is a design cycle and how can it help me create solutions? • How can my ideas help others? • What digital tools can help with my planning and reflection? • How can feedback help improve your plan? • What is innovation? • How can reading help me develop a problem solving mindset?
Standards	**ISTE STANDARD: Innovative Designer** 4a, 4b, 4c, 4d **AASL Standards Framework:** EXPLORE: V.A.2, V.B, V.C, V.D
Unit Strands & Concepts	• Imagine, • Design, and Create! • Prototyping
Key Vocabulary	design cycle, innovation, prototype, feasible

Unit Title	Innovation and Design: Imagine, Design, Create	Length of Unit	on going

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
● Solutions to real-world problems start with a design process. ● People develop solutions that help others ● Prototyping is a way to test ideas. ● Learning improves through experience and reflection.	● Explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others. ● Use digital and non-digital tools to plan and manage a design process. ● Engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays in their learning. ● Demonstrate perseverance when working with open-ended problems.

Assessments:	Project- based, models, prototypes, simulations, portfolio, survey
Teacher Resources:	GSuite Tools, Destiny, digital databases, Innovation and Design Resource Folder

Unit Title	Computational Thinking: Patterns, Planning and Problem-Solving	Length of Unit	on going

Inquiry Questions (Engaging & Debatable)	• How can technology help investigate solutions to problems? What's the best way collect and share my data? What is my problem-solving process? • How does technology help us work more efficiently?
Standards*	**ISTE STANDARD: Computational Thinker** 5a, 5b, 5c, 5d **AASL Standards Framework:** **INQUIRE:** I.B.1
Unit Strands & Concepts	• Data Tells a Story, • Problem Solving with Evidence
Key Vocabulary	data, graph, model, analyze, interpret

Unit Title	Computational Thinking: Patterns, Planning and Problem-Solving	Length of Unit	On going

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
● Technology can be used to investigate solutions and develop new understandings. ● Technology can be used to organize and analyze data. ● Problems have many parts ● Many processes are more efficient and effective with the use of technology.	● Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance ● Select effective technology to represent data. ● Break down problems into smaller parts, identify key information and propose solutions. ● Understand and explore basic concepts related to automation, patterns and algorithmic thinking.

Assessments:	Project based assessments, formative assessments, reflection
Teacher Resources:	GSuite Tools, Computational Thinking Resource Folder

Unit Title	**Creative Communication: Choice, Voice, and Audience**	**Length of Unit**	on going

Inquiry Questions (Engaging & Debatable)	• How can I use technology to communicate my learning? • Which tool best communicates my message • How do I create a message for a particular audience? • How can I responsibly reuse and repurpose resources? • How can I communicate about my reading? • How do authors communicate their message? • Why do readers talk to each other about their reading?
Standards*	**ISTE STANDARD: Creative Communicator** 6a, 6b, 6c, 6d **AASL Standards Framework:** **INQUIRE:** I.C.1, I.C.4**, INCLUDE:** II.C.1, **COLLABORATE:** III.A.2, III.B.1, **CURATE:** IV.C.2**,ENGAGE:** VI.C
Unit Strands & Concepts	• Sharing What I Learned, • Author's Craft
Key Vocabulary	task, audience, purpose, message, digital tools, author's craft,

Unit Title	Creative Communication: Choice, Voice, and Audience	Length of Unit	on going

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
● Various digital options can be used to communicate ideas effectively. ● Responsible methods to use resources when creating a project. ● The importance of planning with an audience in mind. ● Authors communicate their message in a variety of ways. ● Talking about your reading with others enhances you understanding	● Communicate their learning by choosing from a variety of digital options ● Create original work or responsibly incorporate digital resources into a new project. ● Communicate ideas using digital visualizations, models or simulations. ● Publish or present content for an intended audience.

Assessments:	Project based, formative assessments, survey
Teacher Resources:	GSuite Tools, Destiny, digital databases, Creative Communication Resource Folder

Unit Title	**Global Collaboration: Connecting Learners**	**Length of Unit**	on going

Inquiry Questions **(Engaging & Debatable)**	● What can I learn from others outside of my community? ● How can collaboration with others help me reach my goals? ● How can I contribute to a group? ● How can I learn about local and global problems and develop possible solutions? ● How can I use technology to work collaboratively with others to investigate solutions? ● What can I learn from reading about others and myself?
Standards*	**ISTE STANDARD: Global Collaborator** 7a, 7b, 7c, 7d **AASL Standards Framework:** **INCLUDE:** II.A, II.B, II.C, II.D**, COLLABORATE:** III.A.2, III.A.3, III.B.2, III.C.2, III.D.1**, CURATE:** IV.C.3
Unit Strands & Concepts	● Connecting locally and globally ● Challenging my own perceptions
Key Vocabulary	global, issues, perspective, diversity

Unit Title	Global Collaboration: Connecting Learners	Length of Unit	on going

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
● Technology helps us connect to people outside of our community. ● Collaborating with technology helps us communicate and find solutions ● Each group member performs important tasks on a team ● Local and global issues connect communities to one another. ● Reading books from diverse genres and cultures helps connect people in many ways.	● Use digital tools to connect with learners from a variety of backgrounds and cultures and engage with them in ways that broaden mutual understanding and learning. ● Use collaborative technologies to work with others, including peers experts or community members, to examine issues and problems from multiple viewpoints. ● Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. ● Explore local and global issues and use collaborative technologies to work with others to investigate solutions. ● Read multiple genres to learn about people outside their community.

Assessments:	Project-based assessments, reflections
Teacher Resources:	GSuite Tools, Destiny, digital databases, Google Connected Classrooms Workshop Community, Global Collaboration Resource Folder