

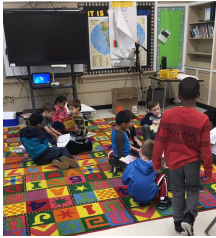
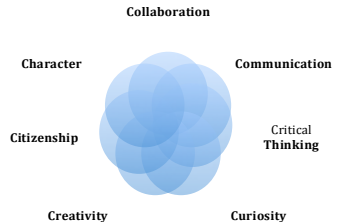


Content Area	Course: Information Literacy	Grade Level: PK-2
<p style="text-align: center;">Information Literacy</p> <div style="display: flex; justify-content: space-around;">    </div>	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Empowered Learning: Student-Centered, Personalized Learning 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Digital Citizenship: Positive, Safe, Legal and Ethical Behavior 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Knowledge Construction: Inquiry and Research 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Innovation and Design: Imagine, Design, Create 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Computational Thinking: Patterns, Planning and Problem-Solving 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Creative Communication: Choice, Voice and Audience 	<ul style="list-style-type: none"> On going 	
<ul style="list-style-type: none"> Global Collaboration: Connecting Learners, Developing Perspectives 	<ul style="list-style-type: none"> On going 	



Strands	Course Level Expectations
Critical Thinking	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • What is a learning goal? • How do learning goals help me? • What digital tools can I use for my learning? • How can I provide and gather feedback? • How can I solve problems with technology? 		
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	<ul style="list-style-type: none"> • My learning goals, • Feedback for improvement, • Demonstrating my learning, • Tools I Can Use 		
Key Vocabulary	goals, feedback, digital tools		

*Standards based on the work from American Association of School Librarians and the International Society of Technology in Education. For more information visit:

<https://standards.aasl.org>

<https://www.iste.org/standards/for-students>

Unit Title	Empowered Learning: Student-Centered, Personalized Learning	Length of Unit	on going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • goals are important to learning • people learn in different ways • reviewing work helps determine next steps • improvement happens with help from others • digital tools can help me show my learning • technology is another way of problem-solving. 	<ul style="list-style-type: none"> • develop personal learning goals with support • select resources to connect to others and build a personalized learning environment with support. • give and receive feedback respectfully • explore a variety of technologies that will help in their learning and demonstrate an understanding that knowledge can be shared with technology.

Assessments:	Project based assessment, reflection, portfolio
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
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is responsible use of technology? • How do I search and create safely with technology? • How do I give credit when I use the work of others? • What information should I keep private when online? • How can we collaborate using technology?
Standards	ISTE Standard: Digital Citizen 2a., 2b, 2c, 2d AASL Standards Framework: Digital Citizenship- ENGAGE: VI.A, VI.B, VI.D
Unit Strands & Concepts	<ul style="list-style-type: none"> • Responsible Use, • Being Kind Online, • Searching Safely, • Collaborating with Technology
Key Vocabulary	responsible use, cyber bullying, copyright, privacy, public, sharing settings

Unit Title	Digital Citizenship: Positive, Safe, Legal and Ethical Behavior	Length of Unit	On going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • guidelines for responsible use of technology and online safety • traits of a good digital citizen • credit must be given to recognize the work of others. • the difference between information that can be shared online and information that is private. 	<ul style="list-style-type: none"> • practice responsible use of technology through guided online activities to understand how the digital space impacts their life. • with support, demonstrate how to care for devices, be safe online, and follow safety rules when using the internet and collaborating with others. . • with support, demonstrate an understanding about ownership and sharing information, and how to respect the work of others. • explain what types of information should not be shared on the internet

Assessments:	Project based assessment, reflection
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)	<ul style="list-style-type: none"> • How do I plan for research? • How will questions help me learn? • What do I do when my plan doesn't work? • What resources can I use? • How do I know the difference between fact and fiction? • What interests me? • What do I like to read? • How do 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	<ul style="list-style-type: none"> • Questioning and Inquiry, • Finding Good Information, • Connecting My Learning 		
Key Vocabulary	nonfiction, fiction, research, open and closed questions, inquiry		

Unit Title	Knowledge Construction: Inquiry and Research	Length of Unit	On going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • there are steps to plan for research • questions help with research • how to find available resources • the difference between fact and fiction • interests vary between individuals. • different reading genres and authors • a curious person explores a wide variety of topics • learning is connected to the real world. 	<ul style="list-style-type: none"> • follow a plan for research • develop and use questions for research • demonstrate alternative ways to achieve goal • identify appropriate resources for research • identify the difference between fact and fiction through the research process. • take an inventory to determine personal interests or curiosities. • choose a book of interest • explore a variety of topics by asking questions and finding answers • make connections between learning and the real world.

Assessments:	Project-based assessment, reflection, formative assessment, surveys
Teacher Resources:	Digital databases, GSuite Tools, Destiny

Unit Title	Innovation and Design: Imagine, Design and Create	Length of Unit	On going
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do I generate ideas? • How can my ideas help others? • How can I test my ideas? • What can I do if my idea fails? • How can I make an idea better? • 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	<ul style="list-style-type: none"> • Imagine, • Design and Create, • Prototyping 		
Key Vocabulary	brainstorm, design cycle, reflection		

Unit Title	Innovation and Design: Imagine, Design and Create	Length of Unit	On going
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • ideas come from many places • technology can be used to design and create, following a step-by step process. • problems can be solved by following a process. • we can learn from our mistakes. 	<ul style="list-style-type: none"> • ask questions, suggest solutions, test ideas to solve problems and share their learning. • design using technology and following a step-by step process. • problem-solve with technology through a cycle of design, implementation, reflection and redesign. • demonstrate perseverance when working to complete a challenging task.

Assessments:	Project based, prototypes/models/simulations, reflections
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)	<ul style="list-style-type: none"> • How can I use technology to help solve problems? • What does data tell us? How can it be organized? • How do I break a problem into parts? • How can I show the steps to solve a problem? 		
Standards	ISTE Standard: Computational Thinker 5a, 5b, 5c, 5d AASL Standards Framework: INQUIRE: I.B.1		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Data Tells a Story, • Problem Solving Skills 		
Key Vocabulary	data, graph, analyze, model		

Unit Title	Computational Thinking: Patterns, Planning and Problem-Solving	Length of Unit	On going
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • technology helps us find solutions to problems • data helps with problem solving • problems have many parts • problem-solving includes many steps 	<ul style="list-style-type: none"> • identify a problem and select appropriate technology tools to explore and find solutions, with guidance. • analyze age-appropriate data and look for similarities in order to identify patterns and categories, with guidance. • break a problem into parts and identify ways to solve the problem, with guidance. • understand how technology is used to make a task easier or repeatable and can identify real-world examples.

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

Unit Title	Creative Communication	Length of Unit	On-going
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can I use technology to communicate my learning? • Which tool best communicates my message? • Who is the audience for my project? • How can I responsibly use 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	<ul style="list-style-type: none"> • Sharing what I Learn, • Author Study 		
Key Vocabulary	task, purpose, audience, message, digital tools		

Unit Title	Creative Communication	Length of Unit	On-going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • technology allows me to communicate what I learn with others. • many digital tools are available to share learning • there are guidelines when creating original work using digital resources. • it is important to plan with an audience in mind. • authors communicate their message in a variety of ways. • talking about your reading with others enhances your understanding 	<ul style="list-style-type: none"> • choose the digital platform and tools to communicate their learning. • share ideas and learning in multiple ways (audio, visuals, graphs, etc.) • create original works or responsibly use digital resources in new creations • communicate effectively to an intended audience

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

Unit Title	Global Collaboration: Connecting Learners, Developing Perspectives	Length of Unit	on-going
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • 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 (school-based) 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	<ul style="list-style-type: none"> • Community Connections • Helping Others 		
Key Vocabulary	Community, collaboration, global, point of view		

Unit Title	Global Collaboration: Connecting Learners, Developing Perspectives	Length of Unit	on-going
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Technology helps us connect to people outside of our community. • Collaborating with technology helps us communicate and find solutions • Group members have important roles on a team • Reading can help me learn about others. 	<ul style="list-style-type: none"> • 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, portfolio, reflection
Teacher Resources:	GSuite Tools, Destiny, digital databases, Google Connected Classrooms Workshop Community, Global Collaboration Resource Folder