
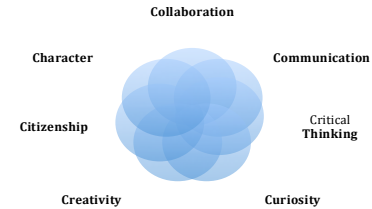


Content Area	Course: Information Literacy	Grade Level: 6-8
<p>Information Literacy</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
• Empowered Learning: Student-Centered, Personalized Learning	• on going	
• Digital Citizenship: Positive, Safe, Legal and Ethical Behavior	• on going	
• 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 Collaborator: Connecting Learners, Developing Perspectives	• 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"> • How can I be the leader of my own learning? • How does self-assessment and reflecting on my learning help me in the future? • Which digital tools will help me share my learning in the most effective way? • How can I use a range of tools to provide and gather useful feedback? • How can I solve technology problems as they arise? • How can I confidently navigate through new and ever-changing digital tools and 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	<ul style="list-style-type: none"> • Setting Learning Goals • Feedback for Improvement • Demonstrating my Learning • Tools I can Use 		
Key Vocabulary	learning goal, feedback, digital tools, strategy		

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"> ● Setting goals, self assessment, and reflection are important to the learning process. ● Feedback is necessary for improving learning. ● Digital tools help us learn and reflect. ● Technology is another way of problem solving. ● Digital tools and environments are ever changing. 	<ul style="list-style-type: none"> ● Set learning goals and intentions and reflect on their progress. ● Seek feedback from multiple resources and in a variety of ways. ● Give specific and helpful feedback to others in a variety of ways. ● Creatively solve technology issues and challenges using a variety of strategies. ● Select the best technology to demonstrate learning ● Transfer knowledge about digital tools and environments to novel/emerging situations.

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)	<ul style="list-style-type: none"> • What is responsible use of technology? • What are the characteristics of a good digital citizen? • What criteria do I use to evaluate digital resources? • How can I protect my identity online? • What information should I keep private when online? • How can we collaborate using technology? • How can students build and maintain a positive digital footprint? • 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	<ul style="list-style-type: none"> • Share with Care • It's Cool to be Kind • Don't Fall for Fake • Secure Your Secrets • When in Doubt, Talk it Out (Unit strands borrowed from Google Be Internet Awesome curriculum)		
Key Vocabulary	digital footprint, bystander, upstander, privacy, identity, cyberbully, copyright, usage rights		

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 ● Each person has a digital footprint, created by all online behavior ● credit must given to recognize work of others. ● Difference between the types of usage rights for creative works. ● the difference between information that can be shared online and information that is private. ● how data is collected in the digital world. 	<ul style="list-style-type: none"> ● Manage their digital identities and reputations and demonstrate an understanding of the permanence of decisions when interacting online. ● Demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. ● Appropriately cite when consuming/using print and digital resources. ● Demonstrate understanding of copyright and fair use with intellectual property when creating original works. ● Demonstrate an understanding of how data is used in online environments

Assessments:	Project-based, reflection, formative assessment
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Teacher Resources:	GSuite tools, Commonsense Media, digital apps/resources/tools, Be Internet Awesome Curriculum (by Google),Digital Citizenship Resource Folder
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Unit Title	Knowledge Construction: Inquiry and Research	Length of Unit	On going
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What research strategy works the best for me to support my research and learning? • How can I formulate questions that lead me to a deep understanding? • How can I develop and refine a range of questions to frame my search for new learning? • Do I demonstrate a growth mindset through my research process? • What resources will provide me with the most useful and truthful information? • What criteria can I use to evaluate resources? • How do I determine my personal interests/curiosities and pursue my learning? • How do I curate the vast range of resources available to me? • How do I determine what is meaningful to me? • What are my favorite authors/genres? • How do I make sense of a diverse set of information to build my own understanding? • How can I connect my learning locally and globally? • How can I make informed decisions on a wide range of topics?
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 • Useful and Truthful Sources

	<ul style="list-style-type: none"> Connecting my Learning
Key Vocabulary	authority, bias, currency, relevancy, curate, 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 different strategies and tools to guide them through an inquiry cycle. There are strategies to help move forward when they fail. There are kinds of questions that will yield different types of information. Not all sources are trustworthy. There is a set of criteria to evaluate sources of information. There is a deep and diverse set of interests, passions, and personal curiosities. How to identify the differences between genres. Authors have a style or employ craft skills that are unique. 	<ul style="list-style-type: none"> Choose a strategy to guide them through an inquiry cycle. Document the inquiry cycle. Demonstrate resilience by persisting despite challenges. Formulate different kinds of questions, including a compelling question. Apply criteria to evaluate sources. Select areas of interest, curiosity, and passion. Defend an argument with compelling evidence. Select reading materials that match their comfort zone. Articulate an author's style or craft skills. Describe their own learning style, areas of strength and growth, and motivations. Examine both sides of an issue and take a stance.

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)	<p>What is a design cycle and how can it help me create ideas, theories, artifacts, and solutions?</p> <p>How does prototyping help me move through the design cycle?</p> <p>How do inquiry and the design cycle work together?</p> <p>How can having a “Growth Mindset” help me take risks, accept feedback, and grow?</p> <p>What is innovation?</p> <p>How can I create feasible and innovative solutions to issues and problems?</p> <p>What principles of design and the design cycle do authors and illustrators use to have impact?</p>		
Standards*	<p>ISTE STANDARD: Innovative Designer 4a, 4b, 4c, 4d</p> <p>AASL Standards Framework: EXPLORE: V.A.2, V.B, V.C, V.D</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Imagine, Design, and Create! • Prototyping 		
Key Vocabulary	design cycle, innovation, prototype, feasible, beta, ideation		

Unit Title	Innovation and Design: Imagine, Design, 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"> • A design cycle is a way to manage the process of inquiry, learning, and creation. • Ideation is part of the design cycle. • Prototyping is a way to test feasibility of ideas. • Inquiry and design are cycles and guide learning. • Innovation is a way to improve upon existing ideas and products. 	<ul style="list-style-type: none"> • Engage in a design process to generate ideas, create innovative products or solve authentic problems. • Select and use digital tools to support a design process and expand their learning or make decisions. • Develop, test and revise prototypes. • Embrace the cyclical process of trial and error and understand that problems/setbacks are opportunities for improvement. • Demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.

Assessments:	project- based, models, prototypes, simulations, portfolio, survey
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Teacher Resources:	GSuite Tools, Destiny, digital databases, Innovation and Design Resource Folder
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Unit Title	Computational Thinking: Patterns, Planning and Problem-Solving	Length of Unit	on going
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Inquiry Questions (Engaging & Debatable)	How can I use technology to design and implement a plan to collect relevant data, to solve a problem? What is the most effective way to represent data? What is the best way to break a problem into parts? How is technology used for automation, to show patterns, variations and outliers?
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 Systems • Problem Solving • Automation and Algorithms
Key Vocabulary	data, algorithm, analyze, automation

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"> • Data is a powerful tool that can be used to solve problems. • There are multiple methods for collecting, organizing, and representing data. • Complex problems can be broken down into manageable components to enhance learning. • Automation and algorithmic thinking are systems that can be applied in a variety of settings. 	<ul style="list-style-type: none"> • Define problems to solve for data analysis. • Use technology to locate, organize, and analyze data around to solve problems and make decisions. • Represent data in an effective manner. • Break problems into component parts, identify key pieces and use that information to problem solve. • Understand and explore concepts related to automation, patterns and algorithmic thinking and begin to design and automate solutions.

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

Unit Title	Creative Communication: Choice, Voice and Audience	Length of Unit	on going
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Inquiry Questions (Engaging & Debatable)	What are the best tools for me to share my learning with others? How can I effectively communicate complex ideas in a compelling way? How can I craft my message based on my task, audience, and purpose? How can I responsibly create original works or repurpose/remix existing works? How can I communicate about my reading? How do authors employ tools and craft skills to impact their audience? How does talking about what I read enhance my understanding?
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 learned • Author's Craft/Study
Key Vocabulary	task, audience, purpose, message, digital tools

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Unit Title	Creative Communication: Choice, Voice and Audience	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 a variety of tools used for communication; the tools serve different purposes. • There are intentional strategies that will make a communication message stand out as compelling. • Understanding the task, purpose, and audience enables you to choose the manner and vehicle for communication. • There are a wide range of tools for creating original works. • There are protocols for repurposing and remixing existing works for communication. • Authors use a variety of tools and craft skills to 	<ul style="list-style-type: none"> • choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. • create original works or responsibly repurpose or remix digital resources into new creations. • communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. • publish or present content that customizes the message and medium for their intended audiences.

<ul style="list-style-type: none"> make their writing impactful. Talking about your reading with others enhances your understanding. 	<ul style="list-style-type: none"> identify what styles and techniques are aesthetically pleasing and impactful; intentionally emulate these styles/techniques. seek out others with whom to discuss their reading.
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Assessments:	Project based, formative assessments, survey
Teacher Resources:	GSuite Tools, Destiny, digital databases, Creative Communication Resource Folder

Unit Title	Global Collaborator: Connecting Learners, Developing Perspective	Length of Unit	on going
Inquiry Questions (Engaging & Debatable)	How and why should I connect with other learners? How can I be an integral, respectful, and efficient part of a collaborative team? How can I learn about local and global problems and develop solutions? How will consideration of multiple perspectives contribute to my own learning? How can I investigate issues and problems using collaborative technologies? How does what I read contribute to my own understanding, assumptions, and beliefs?		
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 &	<ul style="list-style-type: none"> Connecting locally and globally 		

Concepts	<ul style="list-style-type: none"> Challenging my own perceptions
Key Vocabulary	collaboration, global, perspective, assumptions, diversity

Unit Title	Global Collaborator: Connecting Learners, Developing Perspective	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"> Collaborating with others is a valuable part of the learning process. Issues and problems have many different solutions. Assumptions and beliefs can be changed when multiple perspectives are considered. Technology is a powerful collaborative tool. Technology can leverage the “distance” between all people. Reading books from diverse genres and cultures 	<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,

leverages the “distance” between all people.	<p>assuming various roles and responsibilities to work effectively toward a common goal.</p> <ul style="list-style-type: none"> ● Explore local and global issues and use collaborative technologies to work with others to investigate solutions. ● Select books from a diverse pool of genres, authors, and cultures.
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Assessments:	Project-based assessments, reflections
Teacher Resources:	GSuite Tools, Destiny, digital databases, Google Connected Classrooms Workshop Community, Nepris Global Collaboration Resource Folder