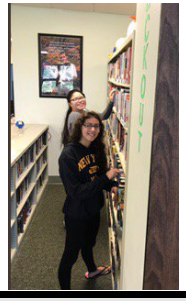
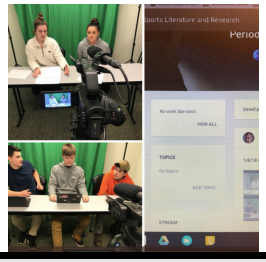
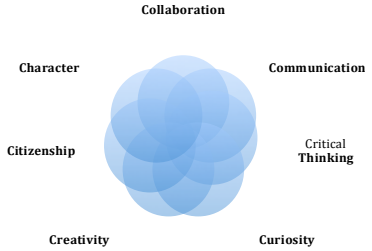
| Content Area | Course: Information Literacy | Grade Level: 9-12 |
|---|---|---|
| **Information Literacy**<br>    | **R14 The Seven Cs of Learning**<br>  | |

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

| Strands | Course Level Expectations |
|---|---|
| **Critical Thinking** | • Reason effectively to solve problems<br>• Effectively analyze and evaluate arguments, claims and beliefs<br>• Interpret information and draw conclusions based on analysis<br>• Reflect critically on learning experiences and processes |
| **Creativity** | • Create new and worthwhile ideas<br>• Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts<br>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into work.<br>• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.<br>• 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<br>• Effectively utilize technology and assess tools/resources for impact on communication<br>• Communicate effectively for an authentic audience |
| **Collaboration** | • Demonstrate the ability to work effectively and respectfully with diverse teams<br>• Exercise flexibility and willingness to accomplish a common goal.<br>• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member |

This page left intentionally blank.

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

| | |
|---|---|
| **Inquiry Questions (Engaging & Debatable)** | • How can I be the leader of my own learning?<br>• How does self-assessment and reflecting on my learning help me in the future?<br>• What are the best digital options for presenting my research to a variety of audiences?<br>• How can I use a range of tools to provide and gather useful feedback?<br>• How can I solve technology problems as they arise?<br>• How can I confidently navigate through new and ever-changing digital tools and environments?<br>• What are safe and appropriate ways of building personal learning networks? |
| **Standards** | **ISTE Standard: Empowered Learner**<br>1a, 1b, 1c, 1d<br>**AASL Standards Framework**<br>**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** | • Designing Meaningful Goals fo Learning,<br>• Demonstrating My Learning<br>• Choosing Technology for Communication |
| **Key Vocabulary** | engagement, college/career ready, advocate, audience, personal learning network |

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 |
|---|---|---|---|

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| • Setting goals, self assessment, and reflection are important to the learning process.<br>• Feedback is necessary for improving learning.<br>• Digital tools help us learn and reflect.<br>• Technology is another way of problem-solving.<br>• Digital tools and environments are ever-changing.<br>• Personal learning networks are valuable; development of them needs to happen strategically and appropriately. | • Articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.<br>• Identify and develop online networks and customize learning environments in ways that support learning.<br>• Actively seek feedback to improve the learning process.<br>• Select the best technology to demonstrate learning.<br>• Navigate a variety of technologies and transfer knowledge and skills to new technologies. |

| | |
|---|---|
| **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?<br>• What role does digital media play in our lives?<br>• What criteria do I use to evaluate digital resources?<br>• How can I protect my identity online?<br>• How does my online behavior impact others?<br>• What is the impact of my digital footprint?<br>• What responsibilities do I have to respect the creative work of others?<br>How do I keep my data secure? |
| **Standards** | **ISTE Standard: Digital Citizen**<br>2a, 2b, 2c, 2d<br>**AASL Standards Framework**<br>**ENGAGE:** VI.A, VI.B, VI.D |
| **Unit Strands & Concepts** | • Managing Your Digital Footprint,<br>• Being a Responsible Digital Citizen,<br>• Creating Responsibly,<br>• Protecting Your Data |
| **Key Vocabulary** | digital footprint, usage rights, permanence, bystander/upstander, phishing, malware, identity theft, data privacy |

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

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| ● guidelines for responsible use of technology and online safety<br>● every person has a digital footprint, created by all online behavior<br>● credit must given to recognize work of others.<br>● the difference between the types of usage rights for creative works.<br>● the difference between information that can be shared online and information that is private.<br>● how data is collected and used in the online world. | ● Manage their digital identities and reputations and demonstrate an understanding of the permanence of decisions when interacting online.<br>● Demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.<br>● Demonstrate and advocate for an understanding of intellectual property with both print and digital media by creating a variety of media products that include appropriate citation and attribution elements.<br>● Demonstrate an understanding of how to keep private data secure and understand the limitations of data management and how data collection technologies work. |

| | |
|---|---|
| **Assessments:** | Project based, formative assessment, reflection. |
| **Teacher Resources:** | Commonsense Media, GSuite tools, Commonsense Media, digital apps/resources/tools,<br>Digital Citizenship Resource Folder |

| Unit Title | Knowledge Construction: Inquiry and Research | Length of Unit | on going |
|---|---|---|---|

| | |
|---|---|
| **Inquiry Questions (Engaging & Debatable)** | • What research strategy works the best for me to support my research and learning?<br>• What criteria do I apply to develop a compelling question?<br>• Do I demonstrate a growth mindset through my research process?<br>• How do students evaluate the accuracy of information, media, data or other resources?<br>• How do students evaluate the perspective of information, media, data or other resources?<br>• How do students evaluate the credibility of information, media, data or other resources?<br>• How do students evaluate the relevance of information, media, data or other resources?<br>• How will my interests help me make decisions about my future?<br>• How do I curate the vast range of resources available to me?<br>• What are my favorite authors/genres? |
| **Standards** | **ISTE Standard: Knowledge Constructor**<br>3a,3b,3c,3d<br>**AASL Standards Framework**<br>**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,<br>• Planning for Research,<br>• Curating the Best Resources<br>• Creating New Learning Connections |
| **Key Vocabulary** | inquiry, authority, bias, currency, relevancy, curate, critical thinking, primary sources, compelling question |

| 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 different strategies and tools to guide them through an inquiry cycle.<br>• There is a set of criteria to judge effective questions.<br>• There are strategies to help them move forward when they fail.<br>• There is a wide variety in the quality of sources.<br>• There is a set of criteria to evaluate sources of information.<br>• There is a deep and diverse set of interests, passions, and personal curiosities.<br>• How to identify the differences between genres.<br>• Authors have a style or employ craft skills that are unique. | • Choose a research strategy that works best to support their research and learning.<br>• Apply criteria to develop a compelling question.<br>• Demonstrate a growth mindset through their research process.<br>• Apply the following criteria to information, media, data or other resources: accuracy, perspective, credibility, relevance.<br>• Identify how their interests help them make decisions about their futures.<br>• Curate the vast range of resources available to them.<br>• Select their favorite authors/genres.<br>• Synthesize knowledge, ideas, and their own perspectives into a sound argument.<br>• Challenge and expand the boundaries of their current knowledge.<br>• Understand the differences between genres and express preferences for reading. |

| | |
|---|---|
| **Assessments:** | Project based, formative assessment, reflection. |
| **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)** | • How do I create a design cycle for generating ideas, testing theories, creating innovative artifacts or solving authentic problems?<br>• How does prototyping help me move through the design cycle?<br>• How do inquiry and the design cycle work together?<br>• How can having a "Growth Mindset" help me take risks, accept feedback, and grow?<br>• What is innovation?<br>• How can my innovations impact others?<br>• What principles of design and the design cycle do authors and illustrators use to have impact? |
| **Standards*** | **ISTE Standard: Innovative Designer**<br>4a, 4b, 4c, 4d<br>**AASL Standards Framework:**<br>**EXPLORE:** V.A.2, V.B, V.C, V.D |
| **Unit Strands & Concepts** | • Imagine, Design, and Create!<br>• Prototyping |
| **Key Vocabulary** | design cycle, innovation, prototype, feasible, beta, ideation, iteration |

| Unit Title | Innovation and Design: Imagine, Design, Create | Length of Unit | On going |
|---|---|---|---|

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| • .A design cycle is used to generate ideas, test theories, create innovative artifacts and solve authentic problems.<br>• Prototyping is a way to test feasibility of ideas.<br>• The Desig cycle is a cyclical, flexible process to support continuous improvement.<br>• Innovation is a way to improve upon existing ideas and products. | • Engage in a design process to generate ideas, create innovative products or solve authentic problems.<br>• Select and use digital tools to support a design process and expan their understanding or make decisions.<br>• Develop, test and revise prototypes.<br>• Understand and demonstrate the cyclical process of trial and error and understand that problems/setbacks are opportunities for improvement.<br>• Demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems. |

| | |
|---|---|
| **Assessments:** | Project based, formative assessment, reflection, portfolio |
| **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 I use technology to effectively collect and share relevant data for the purpose of defining a problem?<br>• How does the way that data is represented impact my message?<br>• What is my plan for deconstructing the problem into manageable parts?<br>• How can I use technology to automate solutions, show patterns and draw conclusions? |
| **Standards** | **ISTE Standard: Computational Thinker**<br>5a, 5b, 5c, 5d<br>**AASL Standards Framework:**<br>**INQUIRE**: I.B.1 |
| **Unit Strands & Concepts** | • Data Systems,<br>• Problem Solving,<br>• Automation and Algorithms<br>• |
| **Key Vocabulary** | automation, algorithm, patterns |

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

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| ● Data analysis, modeling and algorithmic thinking can be used to define problems.<br>● Data is collected, organized and shared in purposeful ways, to solve problems and make decisions.<br>● Complex problems can be broken down into manageable components to enhance learning.<br>● Automation and algorithmic thinking are systems that can be applied in a variety of settings. | ● Practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking.<br>● Collect and organize data and use technology to analyze and represent it to solve problems and make decisions.<br>● Break problems into component parts, identify key pieces and use that information to problem solve.<br>● Apply an understanding of how automation works and use algorithmic thinking to design and automate solutions |

| | |
|---|---|
| **Assessments:** | Project based, formative assessment, 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)** | • What are the best tools for me to share my learning with others?<br>• How can I effectively communicate complex ideas in a compelling way?<br>• How can I craft my message based on my task, audience, and purpose?<br>• How can I responsibly create original works or repurpose/remix existing works?<br>• How can I communicate about my reading?<br>• How do I incorporate authors' tools and crafts in my own writing? |
| **Standards** | **ISTE Standard: Creative Communicator**<br>6a, 6b, 6c, 6d<br>**AASL Standards Framework**<br>**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** | • Communicating My Learning Effectively,<br>• Finding an Audience,<br>• Author's Craft and Purpose |
| **Key Vocabulary** | task, audience, purpose, message |

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

| Critical Content:<br>My students will **Know**… | Key Skills:<br>My students will be able to **(Do)**… |
|---|---|
| • There are a variety of tools used for communication; the tools serve different purposes.<br>• There are intentional strategies that will make a communication message stand out as compelling.<br>• Understanding the task, purpose, and audience enables you to choose the manner and vehicle for communication.<br>• There are a wide range of tools for creating original works.<br>• There are protocols for repurposing and remixing existing works for communication.<br>• Authors use a variety of tools and craft skills to make their writing impactful.<br>• Talking about your reading with others enhances your understanding. | • choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br>• create original works or responsibly repurpose or remix digital resources into new creations.<br>• communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.<br>• publish or present content that customizes the message and medium for their intended audiences.<br>• identify what styles and techniques are aesthetically pleasing and impactful; intentionally emulate these styles/techniques.<br>• Seek out others with whom to discuss their reading. |

| | |
|---|---|
| **Assessments:** | Project based, formative assessments, reflection |
| **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 are the best ways for me to connect to other learners?<br>• How can I be an integral, respectful, and efficient part of a collaborative team?<br>• How can I learn about local and global problems and develop solutions?<br>How will consideration of multiple perspectives contribute to my own learning?<br>• How can I investigate issues and problems using collaborative technologies?<br>How does what I read contribute to my own understanding, assumptions, and beliefs?<br>• How can I confirm or challenge my existing understandings, assumptions, beliefs and/or knowledge by collaborating with others? |
| **Standards** | **ISTE Standard: Global Collaborator**<br>7a, 7b, 7c, 7d<br>**AASL Standards Framework: Global Collaborator**<br>**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,<br>• Challenging my own perceptions,<br>• Seeking feedback from peers and experts |
| **Key Vocabulary** | virtual learning, diversity, perspective |

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

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| ● Collaborating with others is a valuable part of the learning process.<br>● Issues and problems have many different solutions.<br>● Assumptions and beliefs can be changed when multiple perspectives are considered.<br>● Technology is a powerful collaborative tool.<br>● Technology can leverage the distance between all people.<br>● Reading books from diverse genres and cultures leverages the "distance" between all people. | ● 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.<br>● Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.<br>● Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.<br>● Explore local and global issues and use collaborative technologies to work with others to investigate solutions.<br>● Select books from a diverse pool of genres, authors, and cultures. |

| | |
|---|---|
| **Assessments:** | Project based, reflection |
| **Teacher Resources:** | GSuite Tools, Destiny, digital databases, Google Connected Classrooms Workshop Community, Nepris Global Collaboration Resource Folder |