



Park Hill School District

Building Successful Futures • Each Student • Every Day

Fourth Grade Library Media Curriculum

Course Description: The Park Hill School District is committed to an educational program which supports the development of reading for personal and academic competency and integrating information technologies appropriately and equitably. Our Library Media program is committed to developing competencies in students to inquire, include, collaborate, curate, explore and engage with information. The goal of the program is to provide students with learning experiences that engage students with reading and information so that they development a love of reading and learn to explore the application of information in real life situations.

The 4th grade library media course is designed to provide students the skills to be a good library community member and digital citizen, refine design and research skills and present information in a way that demonstrates their learning and supports other learners. Students are provided with learning experiences which continue to scaffold their research and design skills through the application of reading for enjoyment and information. Experiences include 3D design and printing, computer coding, academic research, and developing presentation materials to share with others.

Scope and Sequence:

Timeframe	Unit	Topics/Bends
Quarter 1	Library Community	Topic 1: Library Procedures and Resources Topic 2: How the Library is organized Topic 3: Digital Citizenship
Quarter 2	Literature Appreciation	Topic 1: Book Reviews Topic 2: Sora- Audio and eBooks
Quarter 3	Design Thinking	Topic 1: Ask Topic 2: Imagine Topic 3: Plan Topic 4: Create Topic 5: Improve
Quarter 4	Research	Topic 1: Pose Real Questions Topic 2: Find Resources Topic 3: Interpret Information Topic 4: Report Findings

Unit 1: Library Community

Subject: Library Media

Grade: 4th Grade

Name of Unit: Library Community

Suggested Length of Time: 1st Quarter

Overview of Unit: Students will become familiar with resources and procedures in the library. Students will engage in safe and responsible behaviors online and in the library.

Priority Standards:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting Standards:

- Include D.1 Seeking interactions with a range of learners.
- Include D.3 Reflecting on their own place within the global learning community
- Engage A.1 Responsibly applying information, technology, and media to learning.
- Engage A.2 Understanding the ethical use of information, technology and media.
- Engage A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness of need.
- Engage B.1 Ethically using and reproducing others' work.
- Engage B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
- Engage B.3 Including elements in personal-knowledge products that allow others to credit content appropriately.
- Engage C.1 Sharing information resources in accordance with modification, reuse, and remix policies.
- Engage D.1 Personalizing their use of information and information technologies.
- Engage D.2 Reflecting on the process of ethical generation of knowledge.
- Engage D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
VI. Engage	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	Create and share products online	1- Knowledge	1
II. Include	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Demonstrate respect	3- Application	2

Essential Questions:

1. What is a library?
2. How can I use the library?
3. How can we be a safe digital citizen?

Enduring Understandings/Big Ideas:

1. A school library is a place where students can explore, create, and share ideas.
2. Digital citizens protect their own personal information, stand up to cyberbullying, and the effect of their digital footprints.
3. Learning the differences between copyright, plagiarism, and public domain.
4. To be able to use technology we have to be able to use it safely and appropriately.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Library Digital Citizenship	Copyright Plagiarism Public domain Digital footprint Cyberbullying

Getting Ready for the Unit:

Make a list of resources that students need to explore
Familiarize yourself with the Digital Citizenship resources

Unit Resources:

Neptune Navigate
Google Interland

Topic 1: Library Procedures and Resources

Engaging Experience 1:

Teaching Point: Today I want to teach you what a library is.

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include A.1 Articulating an awareness of the contributions of a range of learners.

Detailed Description/Instructions:

- One way to do this: Play Back to School Scavenger Hunt of items/locations around the library. An editable document can be found [here](#).
- Students can create book trailers to be accessed by other students.
- Book recommendations via FlipGrid

Bloom's Levels: 3

Webb's DOK: 2

Topic 2: How the Library is Organized

Engaging Experience 2:

Teaching Point: Today I want to teach you how we can use the library.

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include A.1 Articulating an awareness of the contributions of a range of learners.

Detailed Description/Instructions:

- One way to do this is to do the BreakoutEDU about using Destiny.
- Other ways to do this:
 - Create a scavenger hunt for materials on Sora/Destiny.
 - Create [Book Buddy](#) activities
 - [Pokémon:Go Scavenger Hunt](#)

Bloom's Levels: 3

Webb's DOK: 2

Topic 3: Digital Citizenship

Engaging Experience 3:

Teaching Point: Today I want to teach you how to stand up to cyberbullying when you see it online.

Suggested Length of Time: 1 session (ongoing)

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors

Detailed Description/Instructions:

- One way to do this is using lessons from Neptune Navigate
- Other ways to do this
 - Use Netsmartz, Common Sense Media, and BrainPOP activities
 - Use the “Digital Citizenship” world in Minecraft: Education Edition

Bloom’s Levels: 1

Webb’s DOK: 1

Engaging Experience 4:

Teaching Point: Today I want to teach you the importance of protecting your privacy for personal info.

Suggested Length of Time: 1 session (ongoing)

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology, and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors

Detailed Description/Instructions:

- One way to do this is using lessons from Neptune Navigate
- Another way to do this is to Netsmartz, Common Sense Media, and BrainPop

Bloom's Levels: 1

Webb's DOK: 1

Engaging Experience 5:

Teaching Point: Today I want to teach you the difference between *copyright*, *plagiarism*, and *public domain*.

Suggested Length of Time: 1 session (ongoing)

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors

Detailed Description/Instructions:

- One way to do this is using lessons from Neptune Navigate
- Another way to do this is to Netsmartz, Common Sense Media, and BrainPOP

Bloom's Levels: 1

Webb's DOK: 1

Engaging Experience 6:

Teaching Point: Today I want to teach you how to use a keyboarding program to become fluent in keyboarding

Suggested Length of Time: 1 session (ongoing)

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors

Detailed Description/Instructions:

- One way to do this using Typesy
- Share information with classroom teachers and parents so that students may practice at home or in their homeroom

Bloom's Levels: 1**Webb's DOK:** 1

Engaging Scenario

Throughout the year students will continue building their Library Community and Digital Citizenship skills through everyday lessons and activities.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Library Procedures and Resources	Today I want to teach you what a library is.	One way to do this is the play Back to School Scavenger Hunt of items/locations around the library. Another way to do this is to create book trailers for students to recommend books to one another, or do book recommendations through FlipGrid	Ongoing
How the Library is Organized	Today I want to teach you how we can use the library.	One way to do this is to use the BreakoutEDU activity on Destiny. Another way to do this is to create a scavenger hunt for materials on Sora/Destiny, create Book Buddy activities, or Pokemon:Go Scavenger Hunt.	Ongoing
Digital Citizenship	Today I want to teach you how to stand up to cyberbullying when you see it online.	One way to do this is using lessons from Neptune Navigate. Other ways to do this us using lessons from Netsmartz, Common Sense Media and BrainPOP activities, Also Minecraft: Education Edition can be used.	Ongoing

Unit 2: Literature Appreciation

Subject: Library Media

Grade: 4th Grade

Name of Unit: Literature Appreciation

Length of Unit: 4-6 lessons

Overview of Unit: Students will celebrate diverse reading experiences. Students will become empowered learners as effective users and creators of information and ideas through literature.

Priority Standards:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Supporting Standards:

- Include A.3. Describing their understanding of cultural relevancy and placement within the global learning community.
- Include B.1. Interacting with learners who reflect a range of perspectives.
- Include B.2. Evaluating a variety of perspectives during learning activities
- Include B.3 Representing diverse perspectives during learning activities
- Include C.2 Contributing to discussions in which multiple viewpoints are expressed.
- Include D.3. Reflecting on their own place within the global learning community
- Curate A.2. Identifying possible sources of information.
- Curate A.3 Making critical choices about information sources to use.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
II. Include	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Demonstrate respect for self and others	3- Apply	4
IV. Curate	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Create meaning for self and others	3-Apply	2

Essential Questions:

1. What resources can I use to listen to audiobooks or read ebooks?
2. How can we share our thoughts and ideas on books with others?

Enduring Understandings/Big Ideas:

1. Readers can listen to audiobooks or read ebooks.
2. Readers contribute to the library community by sharing their ideas and thoughts on books they read.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Audiobook eBook Sora Mark Twain Award Nominee Book Review/Book Talk	

Getting Ready for the Unit:

- Familiarize yourself with the current Mark Twain Award nominees

Unit Resources

- [MASL Mark Twain Award Nominees](#)
- [Mark Twain award nominees book trailers](#)
- Video production resource such as WeVideo
- [Example of Reading Room](#)

Topic 1: Book Reviews

Engaging Experience 1:

Teaching Point: Today I want to teach you that readers share their thoughts and ideas with others about the books they read.

Suggested Length of Time: ongoing

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include A.3. Describing their understanding of cultural relevancy and placement within the global learning community.
- Include B.1. Interacting with learners who reflect a range of perspectives.
- Include B.2. Evaluating a variety of perspectives during learning activities
- Include B.3 Representing diverse perspectives during learning activities
- Include C.2 Contributing to discussions in which multiple viewpoints are expressed.
- Include D.3. Reflecting on their own place within the global learning community

Detailed Description/Instructions:

- One way to do this is to have students create book review videos. Using a resource like Flipgrid, students can record a review of books they have read to share with others. Model for students some examples of book reviews. Set aside time and space for students to record their reviews.
- Another way to do this to have students create book trailers. Provide examples of book trailers for students. Analyze the parts of the book trailer. Students can use a video production tool such as WeVideo to create their own book trailers.
- Another way to do this is to have students create their own reading room. A reading room is a digital place where students are able to curate a list of the books they have read. Students will be able to access the reading rooms of all the other students in the classroom. Click [HERE](#) for an example.

Bloom's Levels: 3

Webb's DOK: 4

Topic 2: Sora and Audiobooks

Engaging Experience 2:

Teaching Point: Today I want to teach you how you have access to resources to listen to audiobooks or read ebooks.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority:

- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Supporting:

- Curate A.2. Identifying possible sources of information
- Curate A.3 Making critical choices about information sources to use.

Detailed Description/Instructions:

- One way to do this is to model for students how Sora can be used to access audiobooks and eBooks. Select engaging audiobooks to demonstrate how listening to audiobooks can be a reward experience. Demonstrate how to search and borrow a book on Sora. Demonstrate how to add Mid-Continent Public Library to sora to provide access to more titles. Provide students time to explore audiobooks and ebooks on Sora.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Scenario

Students will create book reviews or book trailers to share with other students in the library community. Students will access audio and ebooks through Sora and borrow books for various

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Book Reviews	Today I want to teach you that readers share their thoughts and ideas with others about the books they read.	One way to do this is to have students create book review videos. Other ways to do this is to have students create book trailers or create a digital reading room where they curate a list of books they've read.	Ongoing
Sora and Audiobooks	Today I want to teach you how to access resources to listen to audiobooks or read eBooks.	One way to do this is to model for students how Sora can be accessed from their device.	1 session

Unit 3: Design Thinking

Subject: Library Media

Grade: 4th Grade

Name of Unit: Design Thinking Process

Length of Unit: 8 Weeks

Overview of Unit:

In the intermediate grade levels the Design Thinking units focus on allowing students to work through the entire design thinking process with a variety of ideas. This unit is designed with the intention to provide students with a chance to empathize, define, ideate, prototype and test ideas. During this unit there are many opportunities to utilize 3D printing as a way for students to prototype.

Priority Standards:

- III. Collaborate-Work effectively with others to broaden perspectives and work toward common goals.
- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.

Supporting Standards:

- Explore A.3. Engaging in inquiry-based processes for personal growth
- Explore B.1. Problem solving through cycles of design, implementation, and reflection
- Explore B.2. Persisting through self-directed pursuits by tinkering and making
- Explore C.1. Expressing curiosity about a topic of personal interest or curricular relevance.
- Explore D.3. Open-mindedly accepting feedback for positive and constructive growth.
- Collaborate C.1 Soliciting and responding to feedback from others.
- Collaborate C.2 Involving diverse perspectives in their own inquiry process

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
V. Explore	Develop skills through experience and reflection	Discover and innovate in a growth mindset	Evaluate	4
III. Collaborate	Broaden perspectives and work toward common goals.	Work effectively with others to	Create	4

Essential Questions:

1. What is 3D printing?
2. How is 3D printing used in our community?
3. How can 2D ideas become 3d products?

Enduring Understandings/Big Ideas:

1. 3D printing is a way of creating three dimensional (3D) solid objects.
2. 3D printing can be used to solve problems and bring new ideas to reality.
3. Ideas created by people can come to real life solutions.

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Design	3D Print
Model	CAD
Evaluate	Prototype
Empathize	
Feedback	

Getting Ready for the Unit:

- You will want to be familiar with the design thinking process.
- This unit provides the opportunity to use TinkerCAD to explore prototyping.
Teachers will want to be familiar with TinkerCAD software
- Dremel 3D printer accounts will need to be set up to allow the teacher to be able to print students work.

Unit Resources:

- Tinker CAD
- Dremel Print Cloud

Topic 1: Ask

Engaging Experience 1:

Teaching Point: Today I want to teach you that the design thinking process can be used to help us ask quality questions.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- V. Explore Discover and innovate in a growth mindset and develop through experience and reflection.

Supporting:

- Explore A.3. Engaging in inquiry-based processes for personal growth
- Explore B.1. Problem solving through cycles of design, implementation, and reflection
- Explore B.2. Persisting through self-directed pursuits by tinkering and making
- Explore D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
- Collaborate C.1. Soliciting and responding to feedback from others.
- Collaborate C.2 Involving diverse perspectives in their own inquiry process

Detailed Description/Instructions:

- One way to do this provide students with a lesson on the design thinking process and have students discuss the different steps in the process. Challenge students to ask questions about this process can be used to create better design.
- Another way to do this Read students a book with a problem that needs to be solved. Put emphasis on the questions that must be asked during the empathize phase. Have students work through the design thinking process quickly. Allowing them to empathize, ideate, prototype and test their solutions.

Bloom's Levels: 5, 6

Webb's DOK: 4

Topic 2: Imagine

Engaging Experience:

Teaching Point: Today I want to teach you that 3D printing can be used to model solutions.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- III. Collaborate-Work effectively with others to broaden perspectives and work toward common goals.

Supporting:

- Explore A.3. Engaging in inquiry-based processes for personal growth
- Explore B.1. Problem solving through cycles of design, implementation, and reflection
- Explore B.2. Persisting through self-directed pursuits by tinkering and making
- Explore D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
- Collaborate C.1. Soliciting and responding to feedback from others.
- Collaborate C.2 Involving diverse perspectives in their own inquiry process

Detailed Description/Instructions:

- One way to do this is to provide students with a real situation from popular culture or current events. Have students research the topic for a better understanding. Have students run the situation through the design thinking process. Encourage students to use the ideate phase of the design thinking process to imagine as many possible solutions as possible.
- Another way to do this is to read students a book with a problem that needs a solution. Have students brainstorm possible solutions. Have students work in groups to brainstorm as many different creative solutions as they can.

Bloom's Levels: 5, 6

Webb's DOK: 4

Topic 3: Plan

Engaging Experience:

Teaching Point: Today I want to teach you that developing a plan can help us to stay organized.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- III. Collaborate-Work effectively with others to broaden perspectives and work toward common goals.

Supporting:

- Explore A.3. Engaging in inquiry-based processes for personal growth
- Explore B.1. Problem solving through cycles of design, implementation, and reflection
- Explore B.2. Persisting through self-directed pursuits by tinkering and making
- Explore D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
- Collaborate C.1. Soliciting and responding to feedback from others.
- Collaborate C.2 Involving diverse perspectives in their own inquiry process

Detailed Description/Instructions:

- One way to do this is to provide students with a graphic organizer. Encourage students to use this graphic organizer to develop a plan for how they will turn their idea into a solution.
- Another way to do this is to have students work in small groups to develop a plan for solving the problem they have been presented. Encourage students to put their plan on paper. Laying out what they will do first, next and last.

Bloom's Levels: 5, 6

Webb's DOK: 4

Topic 4: Create

Engaging Experience:

Teaching Point: Today I want to teach you that makers are able to take ideas and bring them to life.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- V. Explore Discover and innovate in a growth mindset and develop through experience and reflection.

Supporting:

- Explore A.3. Engaging in inquiry-based processes for personal growth
- Explore B.1. Problem solving through cycles of design, implementation, and reflection
- Explore B.2. Persisting through self-directed pursuits by tinkering and making
- Explore D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.
- Collaborate C.1. Soliciting and responding to feedback from others.
- Collaborate C.2. Involving diverse perspectives in their own inquiry process

Detailed Description/Instructions:

- One way to do this is to have students share their 3D designs with classmates. Have students ask questions to better understand what their peers are envisioning. Teach students about giving feedback. Give students thinking stems to help them discuss feedback.

Examples:

- I really like...
- Maybe you should try...
- Have you thought about...
- I have questions about...
- Another way to do this is to show students a 3D design that has been created by the teacher to solve a problem based on a story or popular culture. Have students work in groups to give feedback. Have students work to create their own prototypes that improve on the original design.

Bloom's Levels: 5, 6 **Webb's DOK:** 4

Engaging Scenario

After researching, students will create a product to represent their new understandings. Some examples are:

- Green Screen: Weather Forecast
- Create a poster on Canva about a Weird but True fact
- Beanie Baby Furniture
- Rube Goldberg
- Marble Maze
- Cardboard Challenge with Little Bits
- Circuits & Makey Makey
- 3D printed Bubble Wand
- American Revolution Medallions

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ask	Today I want to teach you that the design thinking process can be used to help us ask quality questions.	One way to do this is to provide students with a lesson on the design thinking process and have students discuss the different steps in the process. One way to do this is read students a book with a problem that needs to be solved.	1-2 sessions
Imagine	Today I want to teach you that 3D printing can be used to model solutions.	One way to do this is to provide students with a real situation from popular culture or current events for them to research for better understanding. Another way to do this is to read a book to students that has a problem then brainstorm solutions.	1-2 sessions
Plan	Today I want to teach you that developing a plan can help us to stay organized.	One way to do this is to provide students with a graphic organizer to use to develop a plan for turning ideas into solutions. Another way to do this is to have students work in small groups to develop a plan for solving the problem they have been presented.	1 session
Create	Today I want to teach you that makers are able to take ideas and bring them to life.	One way to do this is to have students share their 3D designs with classmates teaching students about giving feedback. Another way to do this is to show students a 3D design that has been created by the teacher to solve a problem based on a story or popular culture. Have students create their own prototypes.	1-2 sessions

Unit 4: Research

Subject: Library Media

Grade: 4th grade

Name of Unit: Research

Length of Unit: Quarter Four

Overview of Unit: Students will engage in research that helps them to ask questions, learn about a topic and share their understanding.

Priority Standards:

- I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Supporting Standards:

- Inquire B.2. Devising and implementing a plan to fill knowledge gaps
- Inquire B.3. Generating products that illustrate learning
- Inquire C.2. Providing constructive feedback
- Inquire C.4. Sharing products with and authentic audience
- Curate A.3. Making critical choices about information sources to use
- Curate B.2. Collecting information representing diverse perspectives
- Curate B.4. Organizing information by priority, topic, or other systematic scheme

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
I. Inquire	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Think critically	3- Application	2
IV. Curate	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Collecting, organizing, and sharing	3- Application	2

Essential Questions:

1. How can we learn by asking questions?
2. How can I use resources to learn about a topic?
3. How can information be shared with others?

Enduring Understandings/Big Ideas:

1. Asking questions helps us to understand information.
2. Learning from experts and resources help us to better understand the world around us.
3. Communicating information allows others to learn with us.

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Research Question Resource Comment	Varies by topic

Getting Ready for the Unit:

- Choose a **topic** to guide this unit. This can be based on a text or on a concept. The 3rd grade curriculum provides several possibilities (extreme weather, sense receptors, collision machines, American Revolution etc.).
- Gather grade appropriate resources (PebbleGo, Epic, print books).
- Begin thinking about your outcome (stop motion video, Chatterpix, cardboard displays, Canva app etc.)

Unit Resources

- PebbleGo
- Epic
- Chatterpix
- Canva (app)
- Stop Motion
- Padlet
- Mid Continent research resources
- Weather resource <https://fox4kcbayer.com/>

Topic 1: Pose Real Questions

Engaging Experience 1:

Teaching Point: Today I want to teach you that asking questions helps us to better understand information.

Suggested Length of Time: 1-2 Lessons

Standards Addressed

Priority:

- Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire A.1. Formulating questions about a personal or a curricular topic

Detailed Description/Instructions:

- One way to do this is to introduce and discuss Costa's Levels of Questions and review different types of questions. You could come up with example questions as a class. You could also discuss how research needs all types of questions.
 - Level 1- The answer to this question can be found directly in the text
 - Level 2- You need to look in more than one place to answer this question
 - Level 3- The answer cannot be found only in the text! Use your knowledge and clues from the text to help you.
- Another way to do this is once you choose a topic, gather images of items from the topic. Use the images to guide the students to develop questions. Add the questions to an anchor chart or a padlet. You could also create a KWL chart. You could also read a book that promotes questioning (i.e. [Avocado Asks, If...](#)).

Topic ideas:

- Extreme weather research
- Space
- Weird but True research

Bloom's Levels: 3 Webb's DOK: 2

Topic 2: Find Resources

Engaging Experience 2:

Teaching Point: Today I want to teach you that when we are curious we can learn more about a topic from resources. These resources can be books, magazines, websites, videos and even people.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Supporting:

- Curate A.1 Determine the need to gather information
- Curate B.1 Seeking a variety of sources

Detailed Description/Instructions:

- One way to do this is to gather resources before the lesson. Some ideas for resources are: Pebble Go, Epic Books, library books, [MCPL resources](#) (TrueFlix, Culture Grams, etc.). Have the students explore these resources. For a note taking strategy, they could use two- column notes. By this level, students should be able to help you form a list of questions for their notes. You could also have the students work as a group to develop research questions.

Bloom's Levels: 3**Webb's DOK:** 2

Topic 3: Interpret Information

Engaging Experience 3:

Teaching Point: Today I want to teach you that learning new things, also means thinking about what we know now, what doesn't make sense, and what questions we still have.

Suggested Length of Time: 1-2 sessions

Standards Addressed*Priority:*

- I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire A.2. Recalling prior and background knowledge as context for new meaning

Detailed Description/Instructions:

- One way to do this is to revisit our notes and analyze the questions that we have and have not answered.
- Another way to do this is to talk to the students about asking deeper questions. For example, how and why questions. You could add to the padlet and anchor chart or create new.

Bloom's Levels: 3**Webb's DOK:** 2

Topic 4: Report Findings

Engaging Experience 4:

Teaching Point: Today I want to teach you that when you have learned new information it is nice to share that information with others.

Suggested Length of Time: 1-2 sessions

Standards Addressed*Priority:*

- I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire B.3. Generating products that illustrate learning

Detailed Description/Instructions:

- One way to do this is to complete one of the engaging scenario options below that will allow students to share their information with others. Be sure to share these products with the class, or via Seesaw.
- Another way to do this is to create a one-pager on Canva demonstrating what they learned from their research.

Bloom's Levels: 3**Webb's DOK: 2**

Engaging Scenario

After researching, students will create a product to represent their new understandings. Some examples are:

- Creating green screen videos for a weather report
- Create a poster on Canva about a Weird but True fact

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pose Real Questions	Today I want to teach you that asking questions helps us to better understand information.	One way to do this is to introduce and discuss Costa's Levels of Questions and review different types of questions. Another way to do this to choose a topic, gather images of items from the topic and use the images to guide the students to develop questions.	1-2 sessions
Find Resources	Today I want to teach you that when we are curious we can learn more about a topic from resources like books, magazines, websites, videos and even people.	One way to do this is to gather resources before the lesson such as Pebble Go, Epic Books, library books and MCPL resources. Teach students a note-taking strategy such as two-column notes.	1-2 sessions
Interpret Information	Today I want to teach you that when you have learned new information it is nice to share that information with others.	One way to do this is to revisit our notes and analyze the questions that we have and have not answered. Another way to do this is to talk to the students about asking deeper questions. For example, how and why questions. You could add to the padlet and anchor chart or create new.	1-2 sessions
Report Findings.	Today I want to teach you that when you have learned new information it is nice to share that information with others.	One way to do this is to complete one of the engaging scenario options below that will allow students to share their information with others. Be sure to share these products with the class, or via Seesaw. Another way to do this is to create a one-pager on Canva demonstrating what they learned from their research.	1-2 sessions

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.