

Research: Grade 1

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to draw conclusions and make informed decisions in order to apply knowledge to new situations and create new knowledge. - Students will demonstrate the ability to share knowledge and participate ethically and productively in order to become contributing members of our democratic society. <u>Content Standards:</u> - AASL 1.1.1. Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. - AASL 1.1.2. Use prior and background knowledge as context for new learning. - AASL 1.1.3. Develop and refine a range of questions to frame search for new understanding. - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning - AASL 1.4.2. Use interaction with and feedback from teachers and peers to guide own inquiry process. - AASL 2.1.5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. - AASL 2.1.6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. - AASL 2.3.1. Connect understanding to the real world. - AASL 3.2.3. Demonstrate teamwork by working productively with others. Content Area Literacy Standards not applicable	Transfer Students will be able to independently use their learning to ask questions and find the answers using appropriate resources. Meaning ENDURING UNDERSTANDINGS Students will understand that... - researchers gather and critique information from different sources for specific purposes. - new information may result in a new idea or a change of opinion. - collaborative conversations help with understanding new information. Acquisition Students will know... - that information can be presented using illustrations, in print, or in digital formats. - that using multimedia tools will help them create products that demonstrate new learning. - following an inquiry based research process will allow them to construct new knowledge. vocabulary: sequence, research, resource, gather Students will be skilled at... - reading, viewing or listening to information in any format in order to gain meaning. - using prior knowledge to develop inquiry questions - working with others to find answers to questions. - gathering information from resources to answer questions. 21st Century Skills - solve problems - work creatively with others - interact effectively with others - be responsible to others	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
- CC.1.SL.1 Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion. - CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. - CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text - CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. - CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. - CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. - CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	