

Knowledge Constructor/Creative Communicator

Unit #: APSDO-00091036
Team: Jessica Ritacco (Author)

Grade(s): 7
Subject(s): Informational Digital Literacy
Course(s): GR. 7 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will conduct a short research project that explores a real-world issue. The primary instructional resources are informational texts, online citation maker, and video production software, which students will use to create a public service announcement video that follows MLA 8 citation guidelines.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • ISTE Standards (2016) <ul style="list-style-type: none"> ◦ <i>ISTE Standards for Students</i> <ul style="list-style-type: none"> ▪ Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. <i>(2)</i> <ul style="list-style-type: none"> ▪ Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. <i>(2.c)</i> ▪ Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. <i>(3)</i> <ul style="list-style-type: none"> ▪ Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. <i>(3.a)</i> ▪ Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. <i>(3.b)</i> ▪ Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. <i>(3.c)</i> ▪ Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. <i>(3.d)</i> ▪ Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.</p> <p>T2 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.</p> <p>T3 (T103) Collaborate with others toward common goal(s) where everyone has a voice in both design and ownership of the work.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

<p>styles, formats and digital media appropriate to their goals. (6)</p> <ul style="list-style-type: none"> ▪ Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. (6.a) <ul style="list-style-type: none"> • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ <i>Shared Foundations and Key Commitments: All Grades</i> <ul style="list-style-type: none"> ▪ INQUIRE <ul style="list-style-type: none"> ▪ Create: Using evidence to investigate questions. (IDL.INQ.03) ▪ Create: Devising and implementing a plan to fill knowledge gaps. (IDL.INQ.04) ▪ CURATE <ul style="list-style-type: none"> ▪ Think: Determining the need to gather information. (IDL.CUR.01) ▪ Think: Identifying possible sources of information. (IDL.CUR.02) ▪ Think: Making critical choices about information sources to use. (IDL.CUR.03) ▪ Create: Seeking a variety of sources. (IDL.CUR.04) ▪ Create: Collecting information representing diverse perspectives. (IDL.CUR.05) ▪ Create: Systematically questioning and assessing the validity and accuracy of information. (IDL.CUR.06) ▪ ENGAGE <ul style="list-style-type: none"> ▪ Create: Acknowledging authorship and demonstrating respect for the intellectual property of others. (IDL.ENG.05) ▪ Create: Including elements in personal-knowledge products that allow others to credit content appropriately. (IDL.ENG.06) ▪ Share: Disseminating new knowledge through means appropriate for the intended audience. (IDL.ENG.08) 	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.</p> <p>U2 (U201) Skilled researchers work to find quality information through their effective search/inquiry methods and evaluation of reliability and accuracy of information.</p> <p>U3 (U202) Research is a lengthy and iterative process that requires both perseverance and flexible thinking.</p> <p>U4 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.</p> <p>U5 (U400) Effective collaborators recognize and leverage others' individual knowledge and skills to achieve a goal.</p> <p>U6 (U401) Effective collaborators work to achieve a best possible outcome through constructive and interdependent conversations and actions.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q200) How do I find what I am looking for? (K-4) How do I use appropriate search strategies to locate content and refine my searches/topic? (5-12)</p> <p>Q2 (Q201) How do I know what can be trusted? (K-2) How do I know the information is reliable? (3-12)</p> <p>Q3 (Q300) How does new information connect with or challenge what I already know/believe to be true? (2-12) How does that impact my thinking on the topic? (5-12)</p> <p>Q4 (Q301) How do I use information from my sources? (K-3) How do I use evidence from my sources to support a compelling claim/assertion? (4-12)</p> <p>Q5 (Q302) When I want to use someone else's work, images, or ideas, how do I give proper credit? (3-12)</p> <p>Q6 (Q402) What is our goal? How are we working together to reach it?</p> <p>Q7 (Q401) What's my responsibility in the collaboration and how can everyone's ideas and feedback help us achieve our goals?</p>
Acquisition		
Knowledge	Skill(s)	

	<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
	<p>K1 The evaluation of sources, individually and laterally, is a necessary step in conducting authentic, meaningful research</p> <p>K2 Information and knowledge must be accumulated from a variety of sources in order to create a meaningful final product</p> <p>K3 Information located from outside sources, including pictures and videos, must be given proper credit in the appropriate manner</p>	<p>S1 Identifying keywords and phrases to broaden or narrow down a search within and beyond databases</p> <p>S2 Locating and evaluating each source to determine currency (timeliness of information), relevance, authority, accuracy, and purpose (author's intent/bias) using a given protocol</p> <p>S3 Creating an expanded list of key search terms based on information accessed</p> <p>S4 Using basic features of more sophisticated databases (e.g., save, read aloud, access citations)</p> <p>S5 Saving articles from databases to their personal files</p> <p>S6 Generating or developing follow-up questions based on a topic to guide research</p> <p>S7 Analyzing relevant information from multiple print and digital sources to determine appropriateness</p> <p>S8 Using relevant and sufficient evidence to support claims (and begin to develop for counterclaims)</p> <p>S9 Using comment feature to make edits/suggestions for refinement</p> <p>S10 Behaving ethically in accordance with Fair Use Guidelines (e.g., text, images, music, video in student projects) and giving credit to media creators</p> <p>S11 Demonstrating understanding of Acceptable Use Policy by adhering to guidelines</p>