

Knowledge Constructor/Creative Communicator

Unit #: APSDO-00091036
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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. (2) <ul style="list-style-type: none"> ▪ Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (2.c) ▪ 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. (3) <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. (3.a) ▪ Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. (3.b) ▪ Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (3.c) ▪ Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. (3.d) ▪ 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"> ◦ Shared Foundations and Key Commitments: All Grades <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>