Unit 4: Insect Inquiry

Content Area: **Library**
Course(s): **Library 1, Library 2**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How can parts of a book help me navigate and understand information?

Big Ideas

- Identify and apply non-fiction text features
- Distinguish between important and unimportant words while researching
- Investigate insect of their choice with a focus on habitat, life cycle, and means of survival
- Work collaboratively with a partner
- Create multimedia presentation
- Present presentation

CSDT Technology Integration

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Activity: After researching a specific insect students will design and construct a habitat for survival

Enduring Understandings

NJSLA

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. Introduce a topic. Develop the topic with facts or other information and examples related to the topic. Provide a conclusion.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

AASL

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

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

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

V-Explore- Discover and innovate in a growth mindset developed thought experience and reflection

ITSE

Empowered Learner- Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

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.

Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Creative Communicator- 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.