

# Unit 4: Insect Inquiry

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

## Essential Questions

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

## Big Ideas

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- 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

## Technology Integration

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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

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**NJSLA**

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **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.