

Unit 4: Inquiry Unit-Natural Disasters

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

Essential Questions

- What is the purpose of nonfiction text features and how can they help me during the research process?

Big Ideas

- Investigate Natural Disaster of their choice and focus on causes, effects, and ways to stay safe/prepare
- Identify and apply non-fiction text features while researching
- Determine importance of text while researching
- Utilize inquiry journals to record ideas and important information
- Work collaboratively with a partner to create a multimedia presentation on PSA about natural disaster
- Present presentation

Technology Integration

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Activity:

Students use I-Movie or Toontastic to create a PSA announcement based on research findings from studying a natural disaster.

Technology Connection

8.1.2.DA.4: Make predictions based on data using charts or graphs

Enduring Understandings

NJSLA-

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

AASL-

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

V- Explore-discover, innovate in a growth mindset developed through experience and reflection.

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.

ITSE-

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.

