

Unit 4: Inquiry Unit-Geography

Content Area: **Library**
Course(s): **Library 3**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How can I gather, manage, and evaluate information?

Big Ideas

- Investigate a country, region, or state of their choice
- Utilize an online database to research information
- Identify and apply non-fiction text features while researching
- Determine importance of text while researching
- Learn the strategy of note taking
- Utilize inquiry journals to record ideas and important information
- Learn how to cite information
- Collaborate to create a multimedia presentation in the form of a travel commercial
- Present and evaluate body of work

Technology Integration

8.1.2NI2 : Describe how the Internet enables individuals to connect with others worldwide.

Activity:

Students zoom with an author and learn about the writing process

Enduring Understandings

NJSLA-

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.:illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.