

# ECASD Information Technology Literacy Curriculum

## Information Fluency and Research

Grade Level: 4

Revision Date: Fall 2012

Instructional Timeline: Year Long

### Learning Outcomes

#### **ITLStandard 3: Independent Problem-Solving, Information Fluency and Research** [ISTE NETS-S Standard 3](#), [AASL Standard 1](#)

Students in Wisconsin will use technology and other print and digital information tools to define a research problem or question, to conduct research for gathering pertinent information and resolving their information problem or question, and to analyze this information and to make informed decisions when creating a product to share new understandings with an applicable audience.

**Learning Priority:** Define authentic problems and information questions, plan and implement research strategies and share or present findings for inquiry-based research using all media types, including various print, audio, video and digital formats.

#### **Common Core State Standards:**

**Anchor Standards** R.2, R.3, R.4, R.7, R.8, R.9, R.10

**Writing Standards** W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9

**Speaking and Listening Standards** SL.2, SL.5

#### **Focus:**

Questioning and researching Informational Texts (Stripling Model of Inquiry – Wonder, Investigate, Construct, Express, Connect, Reflect) and utilizing multimedia tools.

#### **Understanding/s:**

Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

#### **Essential Questions:**

What do good researchers do?  
“Cut and Paste.” What’s the problem?

#### **Learning Targets:**

I can define research and explain how research is different from other types of writing. (R)

I can focus my research around a question/topic that is provided or determined by my own research worthy question (e.g., *Why do birds migrate?*). (S)

I can gather a variety of information about my research topic. (S)

#### **Report Card Statements (End of Year Learning Target)**

- Conducts short research projects while taking notes, categorizing information, and listing sources
- Uses technology to interact and collaborate with others and keys and composes a minimum of one page
- Engages effectively in collaborative discussions on grade level topics and texts

### Assessment

#### **Formative Assessment:**

- Rubrics
- Checklists
- Performance Assessment Observation

#### **Performance Task:**

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Curriculum and Instructional Programs/Resources

- iPac: [http://www.ecasd.k12.wi.us/coa\\_library\\_ipac.cfm](http://www.ecasd.k12.wi.us/coa_library_ipac.cfm) (for nonfiction and reference books)
- Badgerlink: <http://www.badgerlink.net/>
  - Searchasaurus (for magazines, newspapers, and images)
  - Encyclopedia Britannica (for encyclopedia and a list of related websites)
  - ECB Wisconsin Media Lab (for videos and images)
- PebbleGo: <http://www.pebblego.com> (biographies)
- SAFARI Montage: <https://www.safarimontage.com/> (biographies)
- Wisconsin Historical Society: Wisconsin History Resources: <http://www.wisconsinhistory.org/wihistory.asp> (documents, maps, images, and more)
- Other reliable internet resources

### Differentiation Strategies

- Just-in-time assistance
- Individual assistance
- Group/collaboration work

## Wisconsin History Mystery

### **Connect:**

(After Wisconsin Unit in the classroom)

- Think, Pair, Share the students already know about Wisconsin History including events, people, places.

### **Wonder:**

- Provide Wisconsin books/research materials – Have students come up with three to four “Wonder Questions” regarding any topic in Wisconsin History
- Turn-and-Talk about Wonder Questions
- Write the Wonder questions on Post it Notes and the group them to create around 4 topics and create groups
- Use the Wonder questions to decide on areas for research

### **Investigate:**

- Distribute project materials including the History Mystery Student Planner, Note Taking Graphic Organizer (including Bibliography), Student Solution, History Mystery Rubric.
- Provide students with appropriate databases, books, and research materials.

### **Construct:**

- Include minilessons on research databases, note taking, source citation (Bibliography)
- Students find five clues for their topic.

### **Express:**

- Students prepare a presentation of their seven clues including a visual component.
- Students present their presentations to another audience.

### **Reflect:**

- Students solve a History Mystery presented to them by another group in a half hour period of time.
- Students complete the reflection component of the Student Planner.

## History Mystery

In order to complete your state project you must carefully follow the steps below. Each step will have a specific due date.

### Criteria

1. Each step must be completed by the outlined due date.
2. Research Requirements:
  - a. When conducting research, all material/sources must be cited.
  - b. When conducting research you must use many and varied references.
3. Note-taking Requirements:
  - a. You must use one of the methods provided in the packet to complete the summary of your research.
  - b. All note-taking will be collected and graded so please be sure to write clearly.
4. Presentation Requirements:
  - a. There must be a visual component to the student's presentation including but not limited to Power Point, Posters, Videos, Costumes, Props, Photographs.
  - b. Your group must present 7 prepared clues on your topic.
5. Oral Presentation Requirements:
  - a. Your voice must be clear and loud enough for the people in the back of the room to hear.
  - b. You may use notecards to help you remember your information, but you must NOT read all of your information.

Activity	Due Date
Wisconsin Topic Selected and Approved by Classroom Teacher	
Note-taking	
Clues Preparation	
Visual Component Completed	
Solution and Reflection	

## History Mystery Student Planner

Our Project is:

Our Group Members are:

We Wondered:

These are the clues which we will express/share:

- 1.
- 2.
- 3.
- 4.
- 5.

Our Visual Piece is:

Here is what I learned about the topic (Reflection) and what I would still wonder:

(To be completed individually)

## History Mystery Student Solution

We investigated our mystery at the following resources:

1.

2.

3.

4.

These are the clues that led us to construct our answer:

1.

2.

3.

Our answer is:

Reflect: Did the other group present their topic well?

It was too easy.

It was too hard.

It was just right.

## History Mystery Rubric

Category	Exemplary	Proficient	Unsatisfactory	Points
Note-Taking	3 Points	2 Points	0 Points	____/3
	Conducted research using multiple sources.  Took thorough and clear notes.  Recorded all sources with some accuracy in Bibliography.	Conducted research using mostly one source.  Took some notes.  Recorded some sources with some accuracy.	Did not complete research.  Did not take any or adequate notes.  Did not record resources used or create a Bibliography.	
Clues	3 points	2 Points	0 Points	____/3
	Prepared 7 clear and meaningful clues	Prepared some clues that were of decent/usable quality.	Did not prepare solvable clues.	
Visual Component	3 Points	2 Points	0 Points	____/3
	Made a creative and illustrative visual component that was connected to the clues.	Created a decent quality visual piece that was somewhat connected to the clues.	Did not complete a visual component.	
Presentation	3 Points	2 Points	0 Points	____/3
	Clear, organized, and well-rehearsed presentation.	Adequate presentation in which some facts were presented clearly. Showed some preparation.	Poorly organized presentation that was difficult to understanding. Showed little preparation.	
Team Work	3 Points	2 Points	0 Points	____/3
	Team functioned smoothly and effectively.	Team functioned relatively well with some challenges.	Team was dysfunctional.	
Solution and Reflection	3 Points	2 Points	0 Points	____/3
	Constructed a	Came up with a	Did not work to	

	<p>well-researched and meaningful solution to the mystery.</p> <p>*Please note that an incorrect solution can still earn full points.</p>	<p>solution that reflected some research.</p>	<p>solve the mystery through research.</p>	
				<p>_____/18</p>