



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Library Media Studies					
Grade Level(s):	Grade 3					
Duration:	<i>Full Year:</i>	Once a week	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The Library Media Studies were developed and based on current research, the Common Core State Standards, and the AASL (American Association of School Librarians) National School Library Standards.</p> <p>The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.</p> <p>The school library program promotes:</p> <ul style="list-style-type: none">• Collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information.• Reading as a foundational skill for learning, personal growth, and enjoyment.• Instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy. <p>An inquiry-based approach to learning and the information-search process.</p>					
Grading Procedures:	<p>Students will receive grades 2nd and 4th marking periods. Grading is as follows:</p> <p>E- Excellent, VG- Very Good, S- Satisfactory, N- Needs Improvement and U- Unsatisfactory</p>					
Primary Resources:	Destiny, Britannica School, PebbleGo, TumbleBooks, TrueFlix					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:

Gretchen Gerber

Written: May 2018

Revised: _____

BOE Approval: _____

Unit Title: LIBRARY ORGANIZATION AND PROCEDURES

Unit Description:

Students will recognize library rules and procedures. They will review checkout procedures, book care, and shelf marker use. Students will understand the layout of the library and become familiar with the Dewey Decimal Classification System. Students will use the online catalog, Destiny, to search for and locate books of interest on their appropriate reading level.

Unit Duration: Marking Period 1

Desired Results

Standard(s):

- I- Inquire
- III- Collaborate
- IV- Curate
- V- Explore

Indicators:

- I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning.
- I.C.1- Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
- III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.
- III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.
- IV.A.3- Learners act on an information need by making critical choices about information sources to use.
- V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

Understandings:

- *Students will understand that there are specific rules and procedures in the library.*
- *Students will understand the procedures for library checkout.*
- *Students will understand proper shelf marker use.*
- *Students will understand the importance of proper book care.*
- *Students will understand the layout of the library and how to locate materials.*
- *Students will understand how to recognize call numbers.*
- *Students will understand how to properly use technology in the library.*
- *Student will understand how to log into technology using the library account.*
- *Students will understand that nonfiction books are organized by the Dewey Decimal Classification System and fiction books are*

Essential Questions:

- What behaviors are expected in the library?
- What is the checkout procedure?
- What is the proper procedure for taking care of library books?
- Where are resources located in the library?
- What is the proper use of technology in the library?
- What is the login procedure for the library computers?
- What is the Dewey Decimal System?
- What is the process for finding books using the OPAC (Destiny)?

<p><i>organized alphabetically by the author's last name.</i></p> <ul style="list-style-type: none">• <i>Students will understand how to use the OPAC (Destiny) to search for library resources.</i>		
Assessment Evidence		
<p>Performance Tasks:</p> <ul style="list-style-type: none">• Students follow library rules and procedures.• Students locate, choose, and check out books.• Students take proper care of library books.• Students use technology hardware responsibly.• Students log in and access software programs.• Students search for books on Destiny.• Students practice putting books in order according to the Dewey Decimal System.	<p>Other Evidence:</p> <ul style="list-style-type: none">• Observation and student participation• Written results from activity sheets• Results from online computer activities	
<p>Benchmarks:</p> <ul style="list-style-type: none"><input type="checkbox"/> Follow library rules and procedures<input type="checkbox"/> Demonstrate proper book care<input type="checkbox"/> Understand the layout of the library and locate materials<input type="checkbox"/> Use technology hardware responsibly<input type="checkbox"/> Use Destiny to search for library materials<input type="checkbox"/> Understand that nonfiction books are organized by the categories of the Dewey Decimal System<input type="checkbox"/> Understand that fiction books are arranged in alphabetical order according to the author's last name		
Learning Plan		
Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Rules and Procedures</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT identify good behavior in the library.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none">• Present library rules and procedures• Introduce centers• Review shelf marker use• Review library website	<ul style="list-style-type: none">• PowerPoints• Videos• Shelf markers• Book - <i>Interrupting Chicken, What if Everybody Did That? (Javernick)</i>

<p>Lesson 2: Book Care</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT demonstrate proper book care.</i></p> <p>Duration: 2 classes</p>	<ul style="list-style-type: none"> • Read aloud a book care story • Create artistic project to go with story 	<ul style="list-style-type: none"> • Suggested books- <i>Never Let a Ghost Borrow Your Library Book, Library Dragon</i>
<p>Lesson 3: Organization of the Library</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT understand the layout of the library and how to locate materials.</i> <i>SWBAT recognize call numbers.</i> <i>SWBAT differentiate between fiction and nonfiction books.</i></p> <p>Duration: 1 class</p>	<ul style="list-style-type: none"> • Review fiction vs. nonfiction and call numbers • Review layout of library • Play Fiction Call Number Matching Game 	<ul style="list-style-type: none"> • Author/Call Number matching signs
<p>Lesson 4: Technology Care</p> <p>Standard: III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility.</p> <p>Objective:</p>	<ul style="list-style-type: none"> • Model how to take and return laptop/iPad from cart • Describe how to log into the library account • Demonstrate how to handle and walk with technology 	<ul style="list-style-type: none"> • Laptop Care Video https://www.youtube.com/watch?v=g8LuN8GGVaw

<p><i>SWBAT properly use technology in the library.</i> <i>SWBAT login to technology using the library account.</i></p> <p>Duration: 1 class</p>		
<p>Lesson 5: Destiny</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. I.C.1- Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others. IV.A.3- Learners act on an information need by making critical choices about information sources to use. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT use the OPAC (Destiny) to search for library resources.</i></p> <p>Duration: 4 classes</p>	<ul style="list-style-type: none"> • Review the features of Destiny • Read the entry- title, call number, author, and availability • Model how to log in to place book on hold, add books to list, and write a review 	<ul style="list-style-type: none"> • Destiny
<p>Lesson 6: Dewey Decimal Classification System</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal</p>	<ul style="list-style-type: none"> • Introduce the Dewey categories • Put numbers in order to the whole number • Practice ABC order with fiction call numbers 	<ul style="list-style-type: none"> • Video- Dewey Dilemma in Safari Montage • Dewey Bingo/Library Jingo • Scoot • Dewey Rap • Dewey Relay • Mrs. Lodge's Library • Quia Rags to Riches

<p>curiosity by reading widely and deeply in multiple formats.</p> <p>Objective: <i>SWBAT explain that nonfiction books are organized by the Dewey Decimal Classification system and fiction books are organized alphabetically by the author's last name.</i></p> <p>Duration: 4 classes</p>		
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Unit Modifications for Special Population Students

Advanced Learners	Encourage students to explore possible scenarios to locate various places and items in the library.
Struggling Learners	Use charts and pictures when necessary.
English Language Learners	Use nonverbal cues, gestures, and tangible objects. Speak slowly and make eye contact. Categorize or sequence oral information using pictures and objects. Retell stories or events. Work with a partner.
Special Needs Learners	Limit distractions and watch voice inflection when speaking to this learner. Provide opportunities for success.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

LA.3.RL- Reading Literature Text
 LA.3.RI- Reading Informational Text
 LA.3.RF- Reading Foundation Skills
 LA.3.W- Writing
 LA.3.SL- Speaking and Listening
 LA.3.L- Language

Integration of 21st Century Skills

Indicators:

TECH.8.1.5.D- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Unit Title: LITERATURE APPRECIATION	
Unit Description: Students will listen, read, and respond to various types of literature and different media formats.	
Unit Duration: Ongoing	
Desired Results	
Standard(s): <ul style="list-style-type: none"> I- Inquire III- Collaborate V- Explore 	
Indicators: <ul style="list-style-type: none"> I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. 	
Understandings: <ul style="list-style-type: none"> <i>Students will understand the responsibilities of the author and the illustrator.</i> <i>Students will understand the purpose of a book fair.</i> <i>Students will understand how to identify and use the various parts of a book.</i> <i>Students will understand how to recognize the following story elements: character, setting, and plot.</i> <i>Students will understand the characteristics of various fiction genres.</i> 	Essential Questions: <ul style="list-style-type: none"> What are the responsibilities of the author and illustrator? What is the purpose of the book fair? What are the parts of a book? What are the story elements of a fiction book? What are the different genres?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Students can orally retell and visually show the parts of the book and story elements. Students can tell the difference between fiction and nonfiction. Students can identify the characteristics of different genres. 	Other Evidence: <ul style="list-style-type: none"> Observation and student participation Written results from activity sheets

Benchmarks:

- ☐ Differentiate between the various parts of a book: title page, author, illustrator, table of contents, index, glossary, and other text features
- ☐ Identify story elements: characters, plot, and setting
- ☐ Identify fiction genres through their characteristics

Learning Plan

Lesson and Duration	Activities	Supplemental Materials
<p>Lesson 1: Parts of a Book</p> <p>Standard: III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT to identify the various parts of a book.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none">● Locate and identify parts of a book<ul style="list-style-type: none">○ Title page, author and illustrator○ Table of contents○ Index○ Glossary○ Text features<ul style="list-style-type: none">■ Labels, captions, bold print, and pictures	<ul style="list-style-type: none">● Various fiction and nonfiction titles● Global Read Aloud● Read Across America● PowerPoints● Videos● Activities
<p>Lesson 2: Story Elements</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing</p>	<ul style="list-style-type: none">● Define and identify story elements<ul style="list-style-type: none">○ Characters○ Setting○ Plot	<ul style="list-style-type: none">● Various fiction and nonfiction titles● PowerPoints● Videos● Activities

<p>curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT identify the different story elements: characters, setting and plot.</i></p> <p>Duration: Ongoing</p>		
<p>Lesson 3: Literature Exposure</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT appreciate different types of books.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> • Listen to book talks • Complete author/illustrator studies • Explore cultural celebrations • Read and discuss different types of books • Participate in Book Tastings 	<ul style="list-style-type: none"> • Read Across America • Book Fair • Author Visit • Global Read Aloud • Week of Respect • Author websites
<p>Lesson 4: Genres</p> <p>Standard: I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.A.2- Learners display curiosity and initiative by recalling prior and background knowledge as context for new learning. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. V.A.1- Learners develop and satisfy personal curiosity by</p>	<ul style="list-style-type: none"> • Describe and identify the characteristics of various genres <ul style="list-style-type: none"> ○ Realistic fiction ○ Graphic novels ○ Mysteries ○ Historical fiction ○ Fantasy ○ Legends ○ Holidays/traditions and customs 	<ul style="list-style-type: none"> • Various fiction and nonfiction titles • PowerPoints • Videos

<p>reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT recognize the characteristics of various fiction genres.</i></p> <p>Duration: Ongoing</p>		
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Unit Modifications for Special Population Students

Advanced Learners	Encourage students to choose higher-level reading materials. Encourage creative thinking and problem solving.
Struggling Learners	Ask questions that require students to think. Give students time to respond. Modify amount of work. Work with a partner. Use audio feature in databases.
English Language Learners	Use nonverbal cues, gestures, pictures, and tangible objects. Speak slowly and make eye contact. Retell stories or events. Work with a partner. Use audio feature in databases.
Special Needs Learners	Use multi-sensory strategies. Provide opportunities for success. Work with a partner. Use audio feature in databases.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

LA.3.RL- Reading Literature Text
 LA.3.RI- Reading Informational Text
 LA.3.RF- Reading Foundation Skills
 LA.3.W- Writing
 LA.3.SL- Speaking and Listening
 LA.3.L- Language

Integration of 21st Century Skills

Indicators:

TECH.8.1.5.A- Students demonstrate a sound understanding of technology concepts, systems, and operations.
 TECH.8.1.5.B- Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
 TECH.8.1.5.E- Students apply digital tools to gather, evaluate, and use information.
 TECH.8.1.5.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Title: INFORMATION LITERACY	
Unit Description: Students will be able to understand, analyze, evaluate, and apply ideas and information ethically.	
Unit Duration: Ongoing	
Desired Results	
Standard(s): <ul style="list-style-type: none"> I- Inquire II- Include III- Collaborate IV- Curate V- Explore 	
Indicators: <ul style="list-style-type: none"> I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions. I.B.2- Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps. II.A.3- Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community. II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities. III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions. III.D.2- Learners actively participate with others in learning situations by recognizing learning as a social responsibility. IV.A.1- Learners act on an information need by determining the need to gather information. IV.A.2- Learners act on an information need by identifying possible sources of information. V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance. 	
Understandings: <ul style="list-style-type: none"> <i>Students will understand that guide words help locate information in dictionaries and other reference sources.</i> <i>Students will understand the purpose of a dictionary in both online and print formats.</i> <i>Students will understand the purpose of an encyclopedia and how to use the online encyclopedia, Britannica School.</i> <i>Students will understand that the library's databases provide reliable information about many subjects. Libraries purchase this information specifically written for elementary students.</i> 	Essential Questions: <ul style="list-style-type: none"> What are guide words and how are they helpful? What is the purpose of a dictionary? What information can be found in an encyclopedia? What is the purpose of databases? What is the process for finding information in print and digital resources?
Assessment Evidence	

Performance Tasks: <ul style="list-style-type: none">• Students can use guide words and find the definitions, parts of speech, and pronunciation of words in the dictionary.• Students can find information in the encyclopedia.• Students can use databases correctly.	Other Evidence: <ul style="list-style-type: none">• Observation and student participation• Written results from activity sheets• Results from online computer activities	
Benchmarks: <ul style="list-style-type: none"><input type="checkbox"/> Utilize guide words in a reference source<input type="checkbox"/> Utilize a dictionary in both online and print formats<input type="checkbox"/> Access and use Britannica School online to find information<input type="checkbox"/> Utilize databases to find information		
Learning Plan		
Lesson and Duration	Activities	Supplemental Materials
Lesson 1: Dictionary Skills Standard: I.B.2- Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps. IV.A.1- Learners act on an information need by determining the need to gather information. IV.A.2- Learners act on an information need by identifying possible sources of information. Objective: <i>SWBAT use guide words effectively.</i> <i>SWBAT navigate and understand the purpose of a dictionary in both online and print formats.</i> Duration: 3 classes	<ul style="list-style-type: none">• Explain what guide words are and use them correctly• Explain different parts of a dictionary entry<ul style="list-style-type: none">○ Definitions○ Parts of speech○ Pronunciation	<ul style="list-style-type: none">• Dictionaries• Britannica School• WS- Guide Words• Quia- Guide Word Rags to Riches• Book- <i>W is for Webster</i>• www.wordcentral.com
Lesson 2: Encyclopedia Skills Standard: I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions. IV.A.1- Learners act on an information need by determining the need to gather information. IV.A.2- Learners act on an information need by identifying possible sources of information. Objective:	<ul style="list-style-type: none">• Explore print encyclopedias• Explain that encyclopedias provide accurate information about all different subjects• Review ABC order and guide words• Access and navigate Britannica School• Find specific information	<ul style="list-style-type: none">• PowerPoint• Print encyclopedias• Britannica School

<p><i>SWBAT access and use the online encyclopedia, Britannica School, from the library's website.</i></p> <p>Duration: 3 classes, ongoing</p>		
<p>Lesson 3: Using Databases</p> <p>Standard:</p> <p>I.A.1- Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.</p> <p>I.B.1- Learners engage with new knowledge by following a process that includes using evidence to investigate questions.</p> <p>II.A.3- Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>II.B.2- Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.</p> <p>III.D.1- Learners actively participate with others in learning situations by actively contributing to group discussions.</p> <p>IV.A.1- Learners act on an information need by determining the need to gather information.</p> <p>IV.A.2- Learners act on an information need by identifying possible sources of information.</p> <p>V.A.1- Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.C.1- Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>Objective: <i>SWBAT use databases to find information.</i></p> <p>Duration: Ongoing</p>	<ul style="list-style-type: none"> ● Access and use different databases for research and enjoyment <ul style="list-style-type: none"> ○ PebbleGo ○ Britannica School ○ TrueFlix ○ TumbleBooks 	

Unit Modifications for Special Population Students

Advanced Learners	Encourage creative problem solving ideas and share with other students.
Struggling Learners	Slow down pace of work and break down learning into chunks. Teach time management skills. Use audio feature in databases. Work with a partner.
English Language Learners	Use nonverbal cues, gestures, pictures, and tangible objects. Speak slowly and make eye contact. Retell stories or events. Use audio feature in databases. Work with a partner.
Special Needs Learners	Break down instruction into smaller manageable tasks. Provide opportunities for success. Use audio feature in databases. Work with a partner.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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 TECH.8.1.5.B- Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
 TECH.8.1.5.E- Students apply digital tools to gather, evaluate, and use information.
 TECH.8.1.5.F- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.