Conceptual Curriculum Map (CCM)

Content Area UA - Library Media   Course "Creative Connections"

Grade Level: seventh and eighth grade

Curriculum Mapping in conjunction with Long-Term Outcomes

Unit 1 DSI Disaster Scene: Titanic/ Hindenburg	**Long-Term Outcomes/Transfer Goals:** *Students will be able to independently use their learning to* ● Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world ● Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems ● Work effectively with others to broaden perspectives and work toward common goals. ...		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe … Three week unit	AASL: A. VI. Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. **District LMS Resources:**	**Big Ideas:** ● Ethical research and academic honesty are essential. ● Critical thinking and analysis lead to informed decision-making. ● Strong research skills support independent, responsible learning. **Key Learning:** **Knowledge:** ● Understand plagiarism, citation, and academic	**Rationale:** Teaching research ethics, critical analysis, and digital literacy prepares students to navigate a complex, information-rich world. As misinformation spreads easily and digital content constantly evolves, students need the tools to think critically, act responsibly, and make informed decisions. These skills not only support academic success but also help students become ethical, thoughtful citizens who can contribute positively in school, online, and beyond. Additionally, these

| | Citing resources **(Engage)**
○ Cite in text citations properly using MLA format guidelines
○ Cite paraphrasing in text using MLA format guidelines

BPS GC: ETHICAL & ENGAGED CITIZENS
Be Digitally Responsible | integrity.

● Analyze and compare information from multiple sources.

● Navigate digital spaces safely and evaluate credibility and bias.

Skills:

● Develop research questions and plans independently.

● Find and assess reliable information.

● Identify bias, misinformation, and separate fact from opinion. | skills dovetail with the BPS strategic plan for 2025-2030.

From BPS: Responsible and Informed Digital Learners to Prepare for Postsecondary Readiness

"*We will update what your child learns in all classes to include understanding being a good digital citizen, understanding online information, and making ethical choices when using technology, to understand how their actions online can have lasting effects.*" |

Unit 2 Creative Connections	**Long-Term Outcomes/Transfer Goals:** *Students will be able to independently use their learning to…* ● *Develop a clear message related to their chosen issue.* ● *Create their own piece of protest art that effectively communicates their message using appropriate artistic elements and techniques.* ● *Explain the choices they made in their own protest art and how those choices contribute to the overall message.*		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe: Two weeks …	AASL: Create Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection.	Students will apply their learning to express a personal stance on an issue through protest art. By combining message development, artistic technique, and thoughtful reflection,	Teaching students to create protest art empowers them to use creativity as a tool for social awareness and change. It helps them develop a voice, think critically about issues

	2. Persisting through self-directed pursuits by tinkering and making. AASL: Create Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives.	they will create a powerful visual statement. This process encourages creative self-expression, critical thinking, and purposeful communication.	that matter to them, and communicate their ideas in meaningful, impactful ways. This fosters both artistic growth and active citizenship.
Unit 3: "Did you know?"	**Long-Term Outcomes/Transfer Goals:** *Students will be able to independently use their learning to* analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. Students will be able to independently pursue and engage with a variety of texts with diverse perspectives for multiple purposes including research, information, personal curiosity, and enjoyment. Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.		
	Standards	**Conceptual Overview**	**Rationale**
Focus & Timeframe Ongoing throughout rotation	AASL: A. VI. Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and	Students will develop the ability to think critically, engage with diverse texts, and use information meaningfully. They will analyze evidence and perspectives to form reasoned conclusions and make informed choices. By organizing and sharing personally relevant information, they learn to create and communicate meaning for both themselves and others.	Teaching these skills equips students to navigate a complex world with confidence and curiosity. By analyzing information, evaluating perspectives, and engaging with diverse texts, students become critical thinkers and lifelong learners. These abilities support academic success, informed decision-making, and active participation in a diverse, information-rich society. Additionally, these

	appropriateness for need. AASL I.B. Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 3. Generating products that illustrate learning. AASL: Create Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. AASL: Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility. AASL: Think Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information		skills dovetail with the BPS strategic plan for 2025-2030. **From BPS: Responsible and Informed Digital Learners to Prepare for Postsecondary Readiness** "*We will update what your child learns in all classes to include understanding being a good digital citizen, understanding online information, and making ethical choices when using technology, to understand how their actions online can have lasting effects.*"

	for accuracy, validity, social and cultural context, and appropriateness for need.		

(Delete rows as needed; Only use as many rows as the number of units across the course of a year/grade)