Information Literacy 8

Unit 1: Introduction to Digital Literacy

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.

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9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).	Digital technology and data can be leveraged by communities to address effects of climate change.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.	
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g.,1.5.8.CR3b, 8.2.8.EC.2)	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing,
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	

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9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
- Research is the core of personal and academic competency. - Intellectual freedom is every learner's right. - Information technologies must be appropriately integrated and equitably available.	- How do I use resources and technology ethically and responsibly to demonstrate my new learning? - How do I acquire the skills to use technology tools to learn, to create and to communicate? - How do I connect my new understanding to the real world? - How do I develop the skills necessary for personal and professional success? - How can I collaborate with others to learn and to share knowledge?
Content: - The research process and how information is created and produced. - Critical thinking and using information resources. - Research methods, including the difference between primary and secondary sources. - The difference between facts, points of view, and opinions. - Accessing peer-reviewed print and digital library resources. - The economic, legal and social issues surrounding the use of information.	**Skills(Objectives):** - Understand and demonstrate library use policies - Independently use the library to meet their research/reading needs - Understand and respect the idea of the library as a shared and inclusive environment - Demonstrate advanced techniques to locate materials based on interests and reading levels - Relate the ways resources in different areas may be used - Understand the elements of the AUP and relate the consequences of the violations - Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so - Explore materials to develop a thoughtful researchable question - Develop a plan for their inquiry project including timelines, keywords, possible sources Investigate, evaluate and select resources on the basis of accuracy, validity, currency, and relevancy. for their information needs - Take notes and draw conclusions from their research

	- Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work - Apply proper MLA citation format in their works cited and in-text citations. - Put into practice safe digital practices and responsible Internet usage - Collaborate to contribute to the exchange of ideas within the learning community - Demonstrate independent use of the inquiry and research process and all research skills to successfully complete a capstone project - Use reflection to grow as learners and researchers

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
- The Research and Inquiry Process helps learners develop metacognition, goal setting, decision making and organizational skills and encourages them to reflect on their choices and work.
- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.
- Research and inquiry projects develop learners' dexterity with locating, evaluating and using information and prepares them for college, careers and life.
- Databases, curated online and print collections give learners equal access to a wealth of rich resources.
- Students learn search strategies to best serve their research needs.
- Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Formative assessments ● School librarian observations of student application of skills appropriate to the grade. Summative Assessments ● Students will conduct research and inquiry tasks.	Reading Assignments Writing Assignments Skill Assignments Do-nows Closure activities: Exit tickets, Kahoots, KWL charts Teacher observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Think-Pair-Share **Turn and Talk**	Newsela

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Kagan Strategies
Lecture
Group work
Stations
Student presentations
Class participation
Ongoing Self-Analysis of Digital/Tech Usage
	StudySync Program
	
	Flocabulary
	
	EBSCOhost
	
	Facts On File
	
	Flipster
	
	EncyclopediaBritannica
	
	BrianPop
	
	Cell Phones
	
	LGBT and Disabilities Resources:
	    ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
	
	DEI Resources:
	    ● Learning for Justice
	    ● GLSEN Educator Resources
	    ● Supporting LGBTQIA Youth Resource List
	    ● Respect Ability: Fighting Stigmas, Advancing Opportunities
	    ● NJDOE Diversity, Equity & Inclusion Educational Resources
	    ● Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

			ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: Research and Extended Digital Literacy

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	

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9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
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9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
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9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
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9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	

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9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g.,1.5.8.CR3b, 8.2.8.EC.2)	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
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Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
- Research is the core of personal and academic competency. - Intellectual freedom is every learner's right. - Information technologies must be appropriately integrated and equitably available.	- How do I develop a researchable question to guide my research or inquiry? - How do I choose, evaluate and access a variety of high quality resources to meet my needs? - How do I research efficiently and effectively? - How do I use resources and technology ethically and responsibly to demonstrate my new learning? - How do I acquire the skills to use technology tools to learn, to create and to communicate? - How do I connect my new understanding to the real world? - How do I develop the skills necessary for personal and professional success? - How can I collaborate with others to learn and to share knowledge?
Content:	**Skills (Objectives):**
- The research process and how information is created and produced. - Critical thinking and using information resources. - Research methods, including the difference between primary and secondary sources. - The difference between facts, points of view, and opinions.	- Understand and demonstrate library use policies - Independently use the library to meet their research/reading needs - Understand and respect the idea of the library as a shared and inclusive environment - Demonstrate advanced techniques to locate materials based on interests and reading levels - Relate the ways resources in different areas may be

● Accessing peer-reviewed print and digital library resources. ● The economic, legal and social issues surrounding the use of information.	used ● Understand the elements of the AUP and relate the consequences of the violations ● Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so ● Explore materials to develop a thoughtful researchable question ● Develop a plan for their inquiry project including timelines, keywords, possible sources ● Investigate, evaluate and select resources on the basis of accuracy, validity, currency, and relevancy. for their information needs ● Take notes and draw conclusions from their research ● Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work ● Apply proper MLA citation format in their works cited and in-text citations. ● Put into practice safe digital practices and responsible Internet usage ● Collaborate to contribute to the exchange of ideas within the learning community ● Demonstrate independent use of the inquiry and research process and all research skills to successfully complete a capstone project ● Use reflection to grow as learners and researchers

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
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- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.
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- Databases, curated online and print collections give learners equal access to a wealth of rich resources.
- Students learn search strategies to best serve their research needs.
- Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Formative assessments	Reading Assignments

● observations of student application of research skills appropriate to the grade. Summative Assessments ● Students will conduct research and analysis tasks.	Writing Assignments Skill Assignments Do-nows Closure activities: Exit tickets, Kahoots, KWL charts Teacher observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Think-Pair-Share **Turn and Talk** **Kagan Strategies** **Lecture** **Group work** **Stations** **Student presentations** **Class participation** **Ongoing Self-Analysis of Digital/Tech Usage**	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts	Grade level texts	Leveled Texts	Any student requiring further accommodations and/or

Choice Boards	Tiered Assignments	Mini-lessons	modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Tiered Assignments	Flexible Grouping	Tiered Assignments	
Flexible Grouping		Flexible Grouping	
			ELL supports should include, but are not limited to, the following: Extended time
			Provide visual aids
			Repeated directions
			Differentiate based on proficiency
			Provide word banks
			Allow for translators, dictionaries

Unit 3: Extended Research & Blogging Project
Stage 1: Desired Results
Standards & Indicators: SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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	Career Readiness, Life Literacies and Key Skills	
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9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
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9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check

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9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.	
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g.,1.5.8.CR3b, 8.2.8.EC.2)	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
- Research is the core of personal and academic competency. - Intellectual freedom is every learner's right. - Information technologies must be appropriately integrated and equitably available.	- How do I develop a researchable question to guide my research or inquiry? - How do I choose, evaluate and access a variety of high quality resources to meet my needs? - How do I research efficiently and effectively? - How do I use resources and technology ethically and responsibly to demonstrate my new learning? - How do I acquire the skills to use technology tools to learn, to create and to communicate? - How do I connect my new understanding to the real world? - How do I develop the skills necessary for personal and professional success? - How can I collaborate with others to learn and to share knowledge?
Content:	**Skills (Objectives):**
- The research process and how information is created and produced. - Critical thinking and using information resources. - Research methods, including the difference between primary and secondary sources. - The difference between facts, points of view, and opinions. - Accessing peer-reviewed print and digital library resources. - The economic, legal and social issues surrounding the use of information.	- Understand and demonstrate library use policies - Independently use the library to meet their research/reading needs - Understand and respect the idea of the library as a shared and inclusive environment - Demonstrate advanced techniques to locate materials based on interests and reading levels - Relate the ways resources in different areas may be used - Understand the elements of the AUP and relate the consequences of the violations - Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so - Explore materials to develop a thoughtful researchable question - Develop a plan for their inquiry project including timelines, keywords, possible sources - Investigate, evaluate and select resources on the basis of accuracy, validity, currency, and relevancy. for their information needs - Take notes and draw conclusions from their research - Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work - Apply proper MLA citation format in their works cited

	and in-text citations.) ● Put into practice safe digital practices and responsible Internet usage ● Collaborate to contribute to the exchange of ideas within the learning community ● Demonstrate independent use of the inquiry and research process and all research skills to successfully complete a capstone project ● Use reflection to grow as learners and researchers

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
- The Research and Inquiry Process helps learners develop metacognition, goal setting, decision making and organizational skills and encourages them to reflect on their choices and work.
- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.
- Research and inquiry projects develop learners' dexterity with locating, evaluating and using information and prepares them for college, careers and life.
- Databases, curated online and print collections give learners equal access to a wealth of rich resources.
- Students learn search strategies to best serve their research needs.
- Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 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.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
A year-end culmination of all the research skills students have learned to date, following completion of all library lessons and research projects. The Capstone Project will be built around teacher collaboration with the School Librarian in their building and will follow each of the steps in the Research / Inquiry process. The goal is for students to demonstrate understanding of correct MLA formatting, use varied *self-selected* sources, and demonstrate critical thinking and evaluation of information. The final product may be selected in conference with the teacher. Learners will be given structured time for inquiry related to a unit of study or theme embedded in the curriculum. This project involves authentic inquiry	Reading Assignments Writing Assignments Skill Assignments Do-nows Closure activities: Exit tickets, Kahoots, KWL charts Teacher observations

and generation of new thinking or an action plan, rather than simply reporting information.

The Capstone Project will take place in the Library. Librarians will identify appropriate resources that will be available to learners.

The project will take a week in the library, followed by another week to finalize the product and an accompanying sharing of findings (for example, through a gallery walk or small group conversation about their work). Teachers may also require more formal or extensive presentations.

Learners will be scored using rubrics or checklists that assess both their use of resources and library skills and their ability to analyze and synthesize information to generate a well-constructed product. Because this will not be a common assessment, units may develop or use rubrics specific to the content area and task.

Accommodations for Special Education students may include, but are not limited to, adapted databases, teacher-directed inquiry questions / topics, and modifications to the length/scope of the final product.

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.	Newsela
	StudySync Program
	Flocabulary
Think-Pair-Share	EBSCOhost
Turn and Talk	
Kagan Strategies	Facts On File
Lecture	
Group work	Flipster
Stations	
Student presentations	EncyclopediaBritannicaBrianPop
Class participation	
Ongoing Self-Analysis of Digital/Tech Usage	Cell Phones

<table>
<tr><td></td><td>LGBT and Disabilities Resources:
LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
DEI Resources:
Learning for Justice
GLSEN Educator Resources
Supporting LGBTQIA Youth Resource List
Respect Ability: Fighting Stigmas, Advancing Opportunities
NJDOE Diversity, Equity & Inclusion Educational Resources
Diversity Calendar</td></tr>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Information Literacy 8

Pacing Guide

Content	Resources	Standards
UNIT 1: Introduction to Digital Literacy		
15 Days **Do Now- Tracking Digital Usage (Google Form)** StudySync- Reality TV vs Real Life StudySync- 1 days Civic Engagement and Communication as Digital Community Members- 2 days https://www.learningforjustice.org/classroom-resources/lessons/civic-engagement-and-communication-as-digital-community-members The Privacy Paradox- 2 days https://www.learningforjustice.org/classroom-resources/lessons/the-privacy-paradox Advertising on the Internet- 2 days https://www.learningforjustice.org/classroom-resources/lessons/advertising-on-the-internet Media Consumers Rights and Responsibilities- 2 days https://www.learningforjustice.org/classroom-resources/lessons/media-consumers-and-creators-what-are-your-rights-and-responsibilities News Consumers Bill of Rights and Responsibilities- 2 days https://www.learningforjustice.org/classroom-resources/lessons/news-consumers-bill-of-rights-and-responsibilities	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6

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Producing Digital Information- 2 days
https://www.learningforjustice.org/classroom-resources/lessons/producing-digital-information

Sensible Consumers- 2 days
https://www.learningforjustice.org/classroom-resources/lessons/sensible-consumers

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UNIT 2: Research Skills and Extended Digital Literacy

15 Days **Do Now- Tracking Digital Usage (Google Form)** Spotlight- Planning Research- 2 days Spotlight- Critiquing Research- 2 days Spotlight- Research and Note-Taking- 2 days Blast- The Young Investigators- 1 day Blast- TikTok Turnaround-1 day Skill- Media, Frankenstein- 1 days Anchor text- Frankenstein/ Frankenstien has nothing on the Internet- Paired Text Study, 2 days EBSCO Host Training- Library- 2 days EBSCO Host Research Practice-Library- 2 days	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6

	• NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar	
UNIT 3: Extended Research & Blogging Project		
15 Days **Do Now Tracking Digital Usage & Disconnect Journal (Google Form)** Digital Detox- 1 days Blogging- 1 days Research Topic of Choice- 5 days Create Google Site (host for research)- 5 days Student Presentations- 3 days	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6