SWEETWATER COUNTY SCHOOL DISTRICT #1

INFORMATION LITERACY

K-12 CURRICULUM MAP

JUNE 2021

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Acknowledgements

Special thanks go to the members of the **Information Literacy Subject Area Committee** for their hard work in creating this curriculum:

Also acknowledged are the members of the **Community Curriculum Council**:

Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:
- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Information Literacy Mission Statement

As dynamic partners in the educational experience in Sweetwater County School District #1, we empower students for success in life as information and technology literate global citizens. Students will develop skills through inquiry, and critical and creative thinking, while gaining a lifelong love of reading.

Sweetwater County School District No. 1 Curriculum Terms	
Curriculum Term	**Definition**
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Information Literacy Curriculum Map

Purpose Statement *identifies the purpose of a class and what is new or different at this level.*

Purpose Statement:	Students will select and care for library materials while exhibiting responsible behavior for items in the library media center.

Benchmark *overall outcome for a unit*

Benchmarks:

INFO1.1	With help, students will locate library materials to find texts they want to read. Students will compare fiction and non-fiction texts.	Standard Reference
INFO1.1.1	Demonstrate responsible behavior when using library materials *(e.g., book care, shelf markers).*	
INFO1.1.2	Find title, author, illustrator, and call number.	
INFO1.1.3	Locate specific areas in the school library (for example the circulation desk, non-fiction, fiction sections).	AASL 1.1.4 ISTE 3b
INFO1.1.4	Compare fiction and nonfiction texts.	CCSS.1.RI.9
INFO1.1.5	Self-select a book based on personal interests.	AASL 4.1.1

Learning Target Code
_INFO__1.1.4_ = Subject area (Information Literacy)
INFO**1**.1.4 = Grade level
INFO1.**1**.4 = Benchmark
INFO1.1.**4** = Learning target

Learning Targets *are individual skills that lead up to achieving the benchmark.*

Standard Reference
AASL = American Association of School Librarians
CCSS = Common Core State Standards
ISTE = International Society for Technology in Education

Information Literacy Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kinder & 1st Grade Information Literacy	Students will select and care for library materials while exhibiting responsible behavior for items in the library media center. They will demonstrate introductory technology skills.
2nd Grade Information Literacy	Students will begin keyboarding and identify appropriate and responsible use of online resources. Students will use text features and evaluate self-selected books to expand their areas of reading interest.
3rd & 4th Grades Information Literacy	Students will find resources within the library and in databases. They will improve their keyboarding speed and accuracy, and expand their areas of interest for personal reading.
5th Grade Information Literacy	Students will develop key skills to effectively use the library and its resources, continue to build keyboarding skills and apply them to work towards computer and research literacy and examine how to positively present themselves online.
6th Grade Information Literacy	Students will independently use the library and its resources, refine keyboarding and researching skills and analyze the positive and negative effects of online use.
7th & 8th Grades Information Literacy	Students will use a guided inquiry process to conduct research for personal interest or curricular topics, utilizing a variety of sources to plan and conduct the inquiry process and demonstrating ethical and legal practices for gathering information. Students will continue to build reading behaviors for lifelong learning and reading enjoyment as well as build behaviors to be healthy and safe users of digital technologies.
9th – 12th Grade Information Literacy	Students will develop skills to be independent researchers, who ethically and legally use information, practice digital citizenship, and appropriately utilize technology for their needs. Students will continue to build reading behaviors for lifelong learning and reading enjoyment.

Kindergarten & 1st Grade Information Literacy

Purpose Statement:	Students will select and care for library materials while exhibiting responsible behavior for items in the library media center. They will demonstrate introductory technology skills.

Semester 1 Benchmark:

INFO1.1		With help, students will locate library materials to find texts they want to read. Students will compare fiction and non-fiction texts.	Standard Reference
	INFO1.1.1	Demonstrate responsible behavior when using library materials *(e.g., book care, shelf markers)*.	AASL.VI.A.1 ISTE 5a
	INFO1.1.2	Find title, author, illustrator, and call number.	AASL IV.A.2
	INFO1.1.3	Locate specific areas in the school library (for example the circulation desk, non-fiction, fiction sections).	AASL IV.A.2 ISTE 3b
	INFO1.1.4	Compare fiction and nonfiction texts.	AASL.I.A.2 AASL.V.A.1 CCSS.1.RI.9
	INFO1.1.5	Self-select a book based on personal interests.	AASL V.C.1

INFO1.2		Through group discussion, students will wonder about a topic and discuss what they already know to collectively build new knowledge.	Standard Reference
	INFO1.2.1	Connect with other learners to build new knowledge and diverse perspectives.	AASL.II.B.1 AASL.II.B.2 AASL.II.B.3 AASL.III.A.2 AASL III.B.2
	INFO1.2.2	When given or selecting a general topic, students will tell what more they wonder about.	AASL.I.A.1 AASL.V.C.1
	INFO1.2.3	Tell what they already know about a topic.	AASL.I.A.2 AASL III.B.2

Semester 2 Benchmark:

INFO1.3		Students will access and navigate programs/applications on technology devices, and explain the importance of being a responsible digital citizen.	Standard Reference
	INFO1.3.1	Explain the importance of being a responsible digital citizen including media balance, and social technology etiquette (for example, putting down your device and looking someone in the eye when they're talking to you), and stick to only appropriate apps and websites.	AASL VI.A.1 AASL VI.A.2 ISTE 5a Comp Sci 2A Comp Sci 2B

	INFO1.3.2	Access and navigate appropriate programs/applications on technology devices.	CCSS.1.W.6 AASL VI.A.1 AASL VI.A.2 Comp Sci 1c Comp Sci 6a Comp Sci 2.CS.D.01 Comp Sci 2.CS.HS.01 ISTE 6a
	INFO1.3.3	Recognize letters on a keyboard.	

2ⁿᵈ Grade Information Literacy

Purpose Statement:	Students will begin keyboarding and identify appropriate and responsible use of online resources. Students will use text features and evaluate self-selected books to expand their areas of reading interest.

1ˢᵗ Semester Benchmark:

INFO2.1		Students will keyboard and use technology responsibly.	Standard Reference
	INFO2.1.1	Independently login to typing program and explain why we use individual logins.	Comp Sci 2.NI.C.01 ISTE 6a
	INFO2.1.2	Troubleshoot basic hardware/software problems (for example, unplug and replug, power down for 10 seconds, CAPS, refresh page)	Comp Sci 2.CS.T.01
	INFO2.1.3	Identify and describe that computing devices can be connected in a variety of ways (for example Bluetooth, Wi-Fi, home and school networks, the internet).	Comp Sci 2.NI.NCO.01
	INFO2.1.4	Utilize proper keyboarding technique to type (i.e. posture, left and right-hand placement, correct fingers on home row keys).	ISTE 6a, ISTE 6b
	INFO2.1.5	Evaluate behaviors to identify appropriate and responsible use of online resources (for example, Google Classroom and Meet etiquette, selecting appropriate YouTube videos).	AASL III.B.1 AASL VI.A.1 AASL I.D.3 Comp Sci 2.IC.SI.01 ISTE 5b
	INFO2.1.6	With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders.	Comp Sci 2.DA.S.01

2ⁿᵈ Semester Benchmark:

INFO2.2		Students will refer to the text to answer questions. Students will select books based on their interests and explain whether they liked them and why.	Standard Reference
	INFO2.2.1	Identify text features in a piece of informational text.	AASL I.B.1 CCSS.2.RI.1 CCSS.2.RI.5
	INFO2.2.2	Refer to evidence within a text to answer a question.	AASL.I.B.1 CCSS.2.RI.5 ISTE 3b, ISTE 3d ISTE 4c
	INFO2.2.3	Collaboratively, explain the specific reason why he or she likes or dislikes the text and justify with an example from the text.	AASL II.B.1 AASL I.D.4 AASL II.C.2 ?

			AASL III.A.2 AASL III.B.2
	INFO2.2.4	Self-select books of personal interest and of appropriate reading level.	AASL V.A.1 AASL V.C.1

3rd & 4th Grades Information Literacy

Purpose Statement:	Students will find resources within the library and in databases. They will improve their keyboarding speed and accuracy, and expand their areas of interest for personal reading.

Benchmarks:

INFO4.1		Students will use databases to find resources to meet their needs.	Standard Reference
	INFO4.1.1	Improve typing skills.	ISTE 6a
	INFO4.1.2	Tell what more they wonder about and what they already know about a topic.	AASL.I.A.1 AASL.V.C.1 AASL.I.A.2 AASL III.B.2
	INFO4.1.3	Use a database *(e.g., Alexandria Researcher)* to determine the availability of a specific item and the Dewey Decimal system to locate materials in the school library collection using the call number of the book.	AASL.IV.A.1 AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 AASL.IV.C.1 CCSS.3.W.8 CCSS.3.W.7 ISTE 3a
	INFO4.1.4	Access the state library database portal *(e.g., GoWYLD)* and choose an appropriate resource to meet the purpose of the research.	AASL.IV.A.1 AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 AASL.IV.C.1 ISTE 3
	INFO4.1.5	Use keywords to find information and topics of interest.	AASL.IV.A.1 AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 ISTE 3
	INFO4.1.6	Compare online reference materials *(e.g., dictionary, encyclopedia, almanac, atlas/google maps)* to learn which is an appropriate source to use.	AASL.IV.A.1 AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 ISTE 3

INFO4.2		Students will interact with students outside their classroom to gain perspectives on digital citizenship issues.	Standard Reference
	INFO4.2.1	Describe how internal and external parts of computing devices function to form a system (for example, a laptop can function only because of the harddrive inside, and when you attach a mouse, keyboard, or printer, even if it's wirelessly, it then functions as part of the whole system).	Comp Sci 5.CS.D.01
	INFO4.2.2	Recognize cyberbullying and identify what you should do if it happens to you.	AASL VI.A.1 AASL VI.A.2
	INFO4.2.3	Explain why you should use strong passwords.	AASL VI.A.2
	INFO4.2.4	Interact with students in a different school, state, or country to reflect a range of perspectives.	AASL.III.B.2 AASL.II.B.1 AASL.II.B.3 AASL.II.D.1 AASL.II.B.1 AASL.II.D.3

INFO4.3		Students will expand their personal areas of interest in reading.	Standard Reference
	INFO4.3.1	Identify genres/topics of books that the student likes to read and can relate to (culturally), in fiction and nonfiction.	AASL.II.A.3 AASL V.A.1 AASL IV.B.1 AASL V.C.1
	INFO4.3.2	Analyze and choose books that are related to the identified topics and are appropriate for their reading level.	AASL IV.A.2 AASL V.C.1 AASL VI.A.3
	INFO4.3.3	Evaluate book selection with evidence and logical reasoning to determine further reading interests.	AASL I.B.1 AASL V.A.1

5ᵗʰ Grade Information Literacy

Purpose Statement:	Students will develop key skills to effectively use the library and its resources, continue to build keyboarding skills and apply them to work towards computer and research literacy and examine how to positively present themselves online.

Benchmarks:

INFO5.1		Students will research a topic, use, and cite appropriate sources.	Standard Reference
	INFO5.1.1	Use designated typing program to develop touch method typing skills.	ITSE 1a
	INFO5.1.2	Use the Dewey decimal system to find nonfiction and fiction materials then compare the two classification systems and uses.	AASL.IV.A.2 AASL.IV.B.3
	INFO5.1.3	Apply technology techniques *(e.g., troubleshooting, login/logout)* to enhance technology performance.	Comp Sci 5.CS.T.01 ITSE 6a
	INFO5.1.4	Record what they need to know and what they already know about a topic.	AASL.I.A.1 AASL.V.C.1 AASL.I.A.2 AASL.IV.A.1
	INFO5.1.5	Review and compare reference materials or databases to determine which should be used to find certain information.	AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 AASL.IV.C.1
	INFO5.1.6	Determine appropriate and effective key terms for research purposes and generate specific results. Read and evaluate sources to determine if they can find answers to their questions.	AASL.II.B.2 AASL.IV.A.3 AASL.IV.C.1 AASL.IV.D.1 AASL.VI.A.3 ISTE 3a ISTE 3c
	INFO5.1.7	Examine copyright infringement and evaluate the consequences	AASL.VI.A.2 Comp Sci 5.IC.SLE.01 ISTE 2c
	INFO5.1.8	Justify the organizational structure for saving files (for example, why did a student organize their files in a certain way?)	Comp Sci 5.DA.S.01
	INFO5.1.9	Record information from sources and generate a list of references.	AASL.VI.A.2 AASL.VI.B.1 AASL.VI.B.2 AASL.I.D.2

		Reflect upon whether they were able to find all the information they needed.	AASL.I.D.4 AASL.V.A.2 AASL.V.B.1
	INFO5.1.10	Reflect upon whether they were able to find all the information they needed.	AASL.I.D.4 AASL.V.A.2 AASL.V.B.1

INFO5.2		Students will analyze different components of digital citizenship.	Standard Reference
	INFO5.2.1	Identify ways we leave a "digital footprint" online and explain the kind of personal information to share about themselves, depending on the content, context, and audience.	AASL.I.A.2 AASL.II.A.2 Comp Sci 5.IC.SI.01 ISTE 2a
	INFO5.2.2	Compare and contrast how people present themselves online and offline; discuss how the Internet allows for anonymity and deception while exploring how this can affect their relationships online.	AASL.III.B.1 AASL.III.B.2 AASL.III.C.2 Comp Sci 5.IC.SI.01 ISTE 2D
	INFO5.2.3	Interact with students in a different school, state, or country to reflect a range of perspectives.	AASL.III.B.2 AASL.II.B.1 AASL.II.B.3 AASL.II.D.1 AASL.II.B.1 AASL.II.D.3

6ᵗʰ Grade Information Literacy

Purpose Statement:	Students will independently use the library and its resources, refine keyboarding and researching skills and analyze the positive and negative effects of online use.

Benchmarks:

INFO6.1		Students will use a new technology program to present information.	Standard Reference
	INFO6.1.1	Collaboratively investigate a new technology program of choice and demonstrate its use.	AASL.III.A.1 AASL.III.A.2 AASL.III.A.3 AASL.III.B.2 AASL.III.D.1 AASL.V.D.1 AASL.V.D.2 AASL.VI.C.2 ITSE 1a
	INFO6.1.2	Analyze strategies that scam artists use to access private information and determine how to guard against phishing and identity theft.	Comp Sci 5.NI.C.01 ITSE 2d
	INFO6.1.3	Use a variety of communication tools and resources (for example, email, Google Docs)	AASL.III.B.1 AASL.VI.C.2 ISTE 7b
	INFO6.1.4	Interact with students in a different school, state, or country to reflect a range of perspectives.	AASL.III.B.2 AASL.II.B.1 AASL.II.B.3 AASL.II.D.1 AASL.II.B.1 AASL.II.D.3 ISTE 7a
	INFO6.1.5	Refine touch typing skills.	ITSE 1a

INFO6.2		Students will research a topic, use, and cite credible resources.	Standard Reference
	INFO6.2.1	Record what they need to know and what they already know about a topic.	AASL.I.A.1 AASL.I.A.2 AASL.I.D.1 AASL.I.D.2 AASL.III.A.1 AASL.IV.A.1 AASL.V.C.1 ISTE 3a

	INFO6.2.2	Assess a website's authenticity, relevance, credibility, and authority to determine whether or not it can be used as a credible source.	AASL.IV.A.2 AASL.IV.A.3 AASL.IV.B.1 AASL.IV.B.3 AASL.IV.C.1 ISTE 3b
	INFO6.2.3	Review and compare reference materials or databases to determine which should be used to find certain information.	AASL.VI.A.1 AASL.VI.A.2 AASL.VI.A.3 ISTE 3b
	INFO6.2.4	Determine appropriate and effective key terms for research purposes and generate specific results. Read and evaluate sources with diverse perspectives to determine if they can find answers to their questions.	AASL.II.B.2 AASL.IV.A.3 AASL.IV.C.1 AASL.IV.D.1 AASL.VI.A.3 ISTE 3c
	INFO6.2.5	Organize and record information from sources and generate a list of references.	AASL.IV.B.4 AASL.IV.C.2 AASL.VI.A.1 AASL.VI.A.2 AASL.VI.B.1 AASL.VI.B.2 AASL.VI.B.3 AASL.VI.C.1 AASL.I.D.2 ISTE 3c
	INFO6.2.6	Adopt a stance and refer to valid, accurate evidence to support that stance. Reflect upon whether their stance has changed as a result of their research.	AASL.I.D.4 AASL.II.A.2 AASL.V.A.2 AASL.V.B.1 ISTE 3d

INFO6.3		Students will expand their personal areas of interest in reading.	Standard Reference
	INFO6.3.1	Identify types of books, topics and genres that the student likes to read, in fiction and nonfiction.	AASL.V.A.1
	INFO6.3.2	Analyze and choose books using a technology resource to expand or refine books of personal interest.	AASL.V.A.1
	INFO6.3.3	Evaluate book selection with evidence and logical reasoning to determine further reading interests.	AASL.V.A.1

7ᵗʰ & 8ᵗʰ Grade Information Literacy

Purpose Statement:	Students will use a guided inquiry process to conduct research for personal interest or curricular topics, utilizing a variety of sources to plan and conduct the inquiry process and demonstrating ethical and legal practices for gathering information. Students will continue to build reading behaviors for lifelong learning and reading enjoyment as well as build behaviors to be healthy and safe users of digital technologies.

Research Benchmark:

INFO8.1		Students will use the inquiry process to ethically conduct research in curricular topics or personal interests. *Cross-curricular connections: Language Arts, History, Science, ELL, Health, Skills*	Standard Reference
	INFO8.1.1	Develop a question to guide inquiry.	AASL I.A.1 AASL III.A.1 AASL IV.A.2 AASL V.A.3 AASL V.C.1 AASL V.C.2 CCSS.7.W.7, CCSS.8.W.7 ISTE 1a
	INFO8.1.2	Recalling prior and background knowledge as context for determining research needs.	AASL I.A.2 AASL IV.A.1 AASL. IV.B.1
	INFO8.1.3	Find and select appropriate sources to answer research questions.	AASL I.B.1 AASL II.A.2 AASL II.D.2 AASL IV.A.3 AASL IV.B.1 AASL.IV.B.2 AASL IV.C.1 CCSS.7.RL.1 CCSS.7.W.8 CCSS.8.RL.1 CCSS.8.W.8 ISTE 3a, ISTE 3b, ITSE 3c, ITSE 4a
	INFO8.1.4	Identify and use search terms effectively to gather information.	AASL I.B.2 AASL IV.A.3 ITSE 4a, ITSE 3a

	INFO8.1.5	Analyzing information gathered from diverse sources by assessing the credibility, accuracy, validity, appropriateness for needs, social and cultural context, as well as opposing points of view and other misconceptions.	AASL II.B.2 AASL IV.B.2 AASL IV.B.3 AASL VI.A.3 CCSS.7.W.8 CCSS.8.W.8 ISTE 3c, ISTE 6a, ISTE 6c
	INFO8.1.6	Organize information by priority, topic, or other systematic scheme in order to communicate their answer to their research question.	AASL IV.B.4 ITSE 6a
	INFO8.1.7	Gather information needed to appropriately be able to create in-text citations and reference/bibliography page.	AASL VI.B.1 AASL VI.B.2 ITSE 2c
	INFO8.1.8	Reflect on their inquiry based research.	AASL I.D.4

Technology Benchmark:

INFO7.2		Students will select and use appropriate technology for a variety of purposes. *Cross-curricular connections: Language Arts, History, Science, ELL, Health, Skills*	Standard Reference
	INFO7.2.1	Organize knowledge electronically or in writing so it can be used to create a coherent and logical product.	AASL VI.C.2 ISTE 2c, ISTE 6d
	INFO7.2.2	Select and use various sources (e.g. online databases, search engines, etc.) to locate information.	AASL III.B.1 ITSE 1c
	INFO7.2.3	Apply a standard format for citation when quoting or paraphrasing the conclusions of others to avoid plagiarism	AASL VI.A.1 CCSS.7.RL.1 CCSS.7.W.8 CCSS.8.RL.1 CCSS.8.W.8 ISTE 2c

Digital Citizenship Benchmarks:

INFO7.3		Students will use legal and ethical practices when gathering information. *Cross-curricular connections: Language Arts, History, Science, ELL, Health, Skills*	Standard Reference
	INFO7.3.1	Exhibit ethical and legal responsibility in gathering and using information	AASL.VI.A.2 AASL.VI.B.1 AASL.VI.C.1 ITSE 2c

INFO7.3.2	Respect copyright/intellectual property rights of creators and producers.	AASL.VI.A.2 AASL.VI.B.1 AASL.VI.B.2 ITSE 2c

INFO7.4	Students will gain an understanding of the connection between media use and their personal lives. *Cross-curricular connections: Language Arts, CTE, Health, Skills*	Standard Reference
INFO7.4.1	Identify and utilize a healthy media balance.	AASL VI.D.1 AASL.VI.D.3 ITSE 2b
INFO7.4.2	Understand the effects of digital footprints on their present and future lives.	AASL VI.D.1 AASL.VI.D.3 ITSE 2a, ITSE 2b, ITSE 2d

INFO7.5	Students will continue to build behaviors for lifelong learning and enjoyment of reading. *Cross-curricular connections: Language Arts, History, Science, ELL, Health, Skills*	Standard Reference
INFO7.5.1	Reading widely and deeply in multiple formats and genres to read for enjoyment, acquire knowledge, and answer questions.	AASL I.D.1 AASL II.D.2 AASL V.A.1 AASL V.A.3 AASL V.C.1 ITSE 1b, ITSE 3d, ITSE 7b, ITSE 7c
INFO7.5.2	Demonstrate their desire to broaden and deepen understandings by selecting materials in multiple formats	AASL III.A.1 AASL V.A.3 ITSE 3d, ITSE 7a, ITSE 7b, ITSE 7d

Global Citizenship Benchmark:

INFO7.6	Students will demonstrate an awareness of their place within the global learning community. *Cross-curricular connections: Language Arts, History*	Standard Reference
INFO7.6.1	Reflect and question assumptions and possible misconceptions in materials they use.	AASL V.A.2 ITSE 3d
INFO7.6.2	Develop new understandings and a desire to broaden and deepen their understanding of diverse views.	AASL II.A.3 AASL II.B.3 AASL II.D.3 AASL III.A.2

			AASL V.C.3 ITSE 1b, ITSE 7a, ITSE 7b, ITSE 7d

9th – 12th Grade Information Literacy

Purpose Statement:	Students will develop skills to be independent researchers, who ethically and legally use information, practice digital citizenship, and appropriately utilize technology for their needs. Students will continue to build reading behaviors for lifelong learning and reading enjoyment.

Research Benchmark:

INFO12.1		Students will conduct research following an inquiry-based approach to organize information using proper format for in-text citations and listing resources. *Cross-curricular connections: English, Social Studies, Science, Performing Arts, CTE, Health*	Standard Reference
	INFO12.1.1	Create an inquiry based question to guide research and develop a focused thesis which answers that question.	AASL I.A.1 AASL III.A.1 AASL IV.A.1 AASL V.C.1 AASL V.C.2 CCSS.9-10.W.7 ISTE 3a, ISTE 3d, ISTE 4a
	INFO12.1.2	Recall prior and background knowledge as context for new meaning.	AASL I.A.2 AASL 1.B.1 AASL IV.A.1
	INFO12.1.3	Utilize advanced search methods to locate information and evaluate information for accuracy, validity, social and cultural context, appropriateness for need, quality and variety of ideas.	AASL I.B.1 AASL II.B.2 AASL IV.A.2 AASL IV.A.3 AASL IV.D.1 AASL IV.D.2 AASL VI.A.3 CCSS.9-10.W.8 ISTE 3a, ISTE 3c, ISTE 4a, ISTE 4b
	INFO12.1.4	Delineate and identify the argument, claim(s), and counterclaim(s) in a text, specifically recognizing bias, prejudice, stereotypes, and manipulative text (e.g. propaganda, bias, etc.) and evaluating the propriety of using it in the original writing.	AASL II.A.2 AASL II.B.2 AASL IV.B.3 AASL IV.D.1 AASL VI.A.3 CCSS.9-10.RI.8 ISTE 3c, ISTE 3d ISTE 4d
	INFO12.1.5	Analyze & synthesize information from a variety of sources and media in order to gain a clear	AASL IV.D.1 AASL IV.D.2 ISTE 3c, ISTE 3d

		understanding of their connection to answering the research question.	
	INFO12.1.6	Organize information by priority, topic, or other systematic scheme in order to communicate their answer to their research question.	AASL IV.A.2 AASL IV.A.3 AASL IV.B.4 ISTE 4a
	INFO12.1.7	Gather information needed to appropriately be able to create in-text citations and reference/bibliography page.	AASL VI.B.1 AASL VI.B.2
	INFO12.1.8	Reflect on their inquiry based research, including their process, sources, techniques, and end results.	AASL I.D.4 AASL IV.D.3 ISTE 1a

Technology Benchmark:

INFO12.2		Students will select and use appropriate technology for a variety of purposes. *Cross-curricular connections: English, Social Studies, Science, CTE, Health*	Standard Reference
	INFO12.2.1	Use standard format to properly provide in-text citations and produce a list of resources to avoid plagiarism	AASL VI.A.1 CCSS.9-10.W.7 ISTE 2c, ISTE 6d
	INFO12.2.2	Utilize technology tools to plan and conduct inquiry based research.	AASL.III.B.1 ISTE 1c, ISTE 6a
	INFO12.2.3	Select and use appropriate technology tools to disseminate their knowledge.	AASL VI.C.2 ISTE 2c, ISTE 6d

Digital Citizenship Benchmarks:

INFO12.3		Students will use legal and ethical practices when gathering information. *Cross-curricular connections: English, Social Studies, Science, Performing Arts, CTE, Health*	Standard Reference
	INFO12.3.1	Ethically and legally use information from a variety of sources and media.	AASL.VI.A.2 AASL.VI.B.1 AASL.VI.C.1 ITSE 2c
	INFO12.3.2	Respect copyright/intellectual property rights of creators and producers.	AASL.VI.B.2 AASL.VI.B.3 ITSE 2c

INFO12.4		Students will gain an understanding of the connection between media use and their personal lives. *Cross-curricular connections: Health*	Standard Reference
	INFO12.4.1	Understand the effects of social media and technology on their social and emotional well-being.	AASL.VI.B.1 AASL.VI.B.3 ITSE 2c
	INFO12.4.2	Recognize hate speech online, its consequences and how to counter it.	AASL.VI.B.3 ITSE 2c

Lifelong Readers Benchmark:

INFO12.5		Students will continue to build behaviors for lifelong learning and enjoyment of reading. *Cross-curricular connections: English, Social Studies, Science, Health*	Standard Reference
	INFO12.5.1	Reading widely and deeply in multiple formats and genres to read for enjoyment, acquire knowledge, and answer questions.	AASL I.D.1 AASL II.D.2 AASL V.A.1 AASL V.A.3 AASL V.C.1 ITSE 1b, ITSE 3d, ITSE 7b, ITSE 7c
	INFO12.5.2	Demonstrate their desire to broaden and deepen understandings by selecting materials in multiple formats	AASL III.A.1 AASL V.A.3 ITSE 3d, ITSE 7a, ITSE 7b, ITSE 7d

Global Citizenship Benchmark:

INFO12.6		Students will demonstrate an awareness of their place within the global learning community. *Cross-curricular connections: English, Social Studies, Science, Health*	Standard Reference
	INFO12.6.1	Reflect and question assumptions and possible misconceptions in materials they use.	AASL V.A.2 ITSE 3d
	INFO12.6.2	Develop new understandings and a desire to broaden and deepen their understanding of diverse views.	AASL II.A.3 AASL II.B.3 AASL II.D.3 AASL III.A.2 AASL V.C.3

Appendix A
Digital Media Resources

WEB RESOURCES

1. Common Sense Media
    a. Scope & Sequence (K-12): https://www.commonsensemedia.org/educators/scope-and-sequence
    b. Digital Passport (Grades 3-5): https://www.commonsensemedia.org/educators/digital-passport
    c. Digital Compass (Grades 6-8): https://www.commonsensemedia.org/educators/digital-compass
    d. Digital Bytes (Grades 9-12): https://www.commonsensemedia.org/educators/digital-bytes

2. Hector's World (https://www.thinkuknow.co.uk)

3. Faux Paw the Techno Cat (http://ikeepsafe.org/educators_old/fauxpaw/)

4. BrainPop Digital Citizenship (https://www.brainpop.com/technology/digitalcitizenship/)

5. Teaching Digital Citizenship (http://www.teachinctrl.org/lessons/livingdigitalworld.php)

6. NetSmartz websites:
    a. NetSmartz Kids: http://www.netsmartzkids.org/
    b. NetSmartz Tweens: http://www.nsteens.org/
    c. NetSmartz Teens: http://www.netsmartz.org/Teens

7. PBS Kids Webonauts: http://pbskids.org/webonauts/

iPad APPS

1. Professor Garfield

Appendix B

Sweetwater County School District #1
Pacing Guide

Grade/Course:		Teacher:	

Code	Benchmark	Time Frame*	Assessment Period **			
			1	2	3	4

Appendix C

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:		
Learning Target:		Standard Reference:
		Tech Standard Reference:
		Cross-Curricular Standard Reference:
Formative Assessment: □ Oral □ Written □ Product □ Performance		
Criterion:		

Context (Relevancy) :		
Teacher Methods	**Student Activities**	**Resources**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	**Enrichment**