

# **Cedar Grove School District**

## **Cedar Grove, NJ**

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# **2017 | Grades 9-12**

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## **Media**

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

**Mrs. Christine Dye, President**  
**Mr. Frank Mandala, Vice-President**  
**Mrs. Pam Burke**  
**Mr. Peter Prvulovic**  
**Mr. David Schoner**

# **Media Grades 9-12 Course Description**

The high school media curriculum provides intellectual and physical access to information through learning activities, integrated into the curriculum. The curriculum provides instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas. The curriculum also helps all students develop effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating and communicating information in all formats and in all content areas of the curriculum, while providing learning experiences that encourage students to become discriminating consumers and skilled creators of information. Finally, the curriculum offers a locus for integrated and interdisciplinary learning activities within the school as well as access to a full range of information for learning beyond this locus.

**This curriculum was written in accordance with the:  
NEW JERSEY STUDENT LEARNING STANDARDS  
for ENGLISH LANGUAGE ARTS,  
NEW JERSEY STUDENT LEARNING STANDARDS  
for LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, &  
TECHNICAL SUBJECTS,  
and the  
NEW JERSEY STUDENT LEARNING STANDARDS  
For TECHNOLOGY**

These standards can be viewed at <http://www.state.nj.us/education/cccs/>

# Media Grades 91-2

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40										
Information Literacy - Orientation	▶										
Information Literacy - Accessing information	▶										
Information Literacy - Evaluate information	▶										
Information Literacy - Literature Appreciation	▶										
Information Literacy - Ethical Behavior	▶										
Information Literacy - Internet Safety	▶										
Information Literacy - Technology Application	▶										



# Information Literacy - Orientation

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Writing

##### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1b. 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.
- SL.9-10.1c. 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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

NJ: Grades 11-12

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 9-10

### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They demonstrate independence.
- They use technology and digital media strategically and capably.

## NJ: 2014 SLS: Technology

NJ: Grades 9-12

### 8.1 Educational Technology

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<h3>Enduring Understandings</h3> <p>Students can find a wide array of information in the high school media center.</p>	<h3>Essential Questions</h3> <p>How do I navigate the library media center and utilize the collection?</p> <p>How do I access books in the collection?</p> <p>What is information literacy?</p>
<h3>Content</h3> <p>Information gathering</p>	<h3>Skills</h3> <ul style="list-style-type: none"> <li>• Students will be able to locate print and electronic resources using the subscription databases, OPAC and other library sources as well as gain knowledge of library sections, services, hours, and rules.</li> <li>• Students will be able to define the term "information literacy" and become aware of its application in life.</li> </ul>

## Stage 2: Assessment Evidence

### Assessments

**Formative: Exhibition**

Student will locate a least one resource, identify appropriate Dewey location based on topic or number; access OPAC to find material; access at least one subject appropriate subscription database and perform a simple search; self reflection on information literacy strengths and

## Stage 3: Learning Plan

### Learning Activities

Oral and visual presentations







### Resources

*Teaching Information & Technology Skills: The Big 6 in Secondary Schools.*  
Eisenberg, Michael B; Berkowitz, Robert E.; Darrow, Robert; Spitzer,  
Kathleen L. Linworth (2000)

**CGHS Media Center Web Site:**

 <http://cghsmediacenter.wikispaces.com/Access+our+Databases+from+your+Mobile+Devices%21>

**Subscription Databases:**

- *Facts on File:*  <http://online.infobaselearning.com/Default.aspx>
- *Ebsco:*  <https://www.ebscohost.com/>
- *World Book Advanced:*   
<http://www.worldbookonline.com/advanced/home>
- *SIRS Knowledge Source:*   
<http://sks.sirs.com/cgi-bin/hst-portal-res?id=SSKSAB-0-1373>
- *Discovering Collection:*   
<http://solutions.cengage.com/gale-training/video/discovering-collection/>
- *Ferguson's Career Guidance System:*  
 [http://www.ocls.info/Virtual/OnlineDatabases/db\\_desc.asp?OnlineDatabasesID=44&from=vurl\\_fergusons](http://www.ocls.info/Virtual/OnlineDatabases/db_desc.asp?OnlineDatabasesID=44&from=vurl_fergusons)

**Library World - Online Public Access Catalog:**

 <http://www.libraryworld.com/>

Books, Magazines, Internet

 CGHS Media Center Web site

 Online Public Access Catalog



# Information Literacy - Accessing information

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Writing

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1c. 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.
- SL.9-10.1d. 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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

##### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

**NJ: Grades 11-12**

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## Writing

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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## Speaking and Listening

### Comprehension and Collaboration

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- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2b. Spell correctly.

## NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

**NJ: Grades 9-10**

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### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They value evidence.
- They use technology and digital media strategically and capably.

**NJ: Grades 11-12**

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### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They value evidence.
- They use technology and digital media strategically and capably.

## Writing

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to



maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

## NJ: 2014 SLS: Technology

**NJ: Grades 9-12**

### 8.1 Educational Technology

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### Enduring Understandings

Information can be accessed in multiple ways.

### Essential Questions

- What is the information problem I am trying to solve?
- How do I determine what resources are appropriate to get me the needed information?

### Content

Access information efficiently and effectively

### Skills

- Recognize the need for information
- Recognize that accurate and comprehensive information is the basis for intelligent decision-making
- Formulate questions based on information needs
- Identify a variety of potential sources of information
- Develop and use successful strategies for locating information
- Be able to read different informational formats

## Stage 2: Assessment Evidence

### Assessments

**Formative: Exhibition**

Teacher observation of student research assignments.

## Stage 3: Learning Plan

### Learning Activities

Oral and visual presentations and then student practice.

- Students will learn how to develop a search strategy using keywords
- Students will learn how to find sources of information through the high school's OPAC to complete subject based assignments.
- Students will learn how to narrow their search results in Google and other search engines via the advanced search option to complete subject based assignments.
- Students will learn how to utilize the high school's subscription databases to access the information they need to complete subject-

### Resources

*Teaching Information & Technology Skills: The Big 6 in Secondary Schools.* Eisenberg, Michael B; Berkowitz, Robert E.; Darrow, Robert; Spitzer, Kathleen L. Linworth (2000)






**CGHS Media Center Web Site:**

 <http://cghsmediacenter.wikispaces.com/Access+our+Databases+from+your+Mobile+Devices%21>

**Subscription Databases:**

- *Facts on File:*  <http://online.infobaselearning.com/Default.aspx>

based assignments.

- *Ebsco*:  <https://www.ebscohost.com/>
- *World Book Advanced*:  <http://www.worldbookonline.com/advanced/home>
- *Discovering Collection*:  <http://solutions.cengage.com/gale-training/video/discovering-collection/>
- *Ferguson's Career Guidance System*:  [http://www.ocls.info/Virtual/OnlineDatabases/db\\_desc.asp?OnlineDatabasesID=44&from=vurl\\_fergusons](http://www.ocls.info/Virtual/OnlineDatabases/db_desc.asp?OnlineDatabasesID=44&from=vurl_fergusons)
- *SIRS Knowledge Source*:  <http://sks.sirs.com/cgi-bin/hst-portal-res?id=SSKSAB-0-1373>

**Library World - Online Public Access Catalog:**

 <http://www.libraryworld.com/>

Books, Magazines, Internet

 Cedar Grove High School Media Center

 Online Public Access Catalog



# Information Literacy - Evaluate Information

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Reading: Informational Text

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

- RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

(Not applicable to literature)

- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

#### Writing

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.9b. Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

#### Speaking and Listening

## Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1a. 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.
- SL.9-10.1c. 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.
- SL.9-10.1d. 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.

## Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**NJ: Grades 11-12**

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## Reading: Informational Text

### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Writing

### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.

- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Language**

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2b. Spell correctly.

**NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**NJ: Grades 9-10**

**Reading: History/Social Studies**

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**Reading: Science & Technical Subjects**

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**Writing**

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**NJ: Grades 11-12**

**Reading: History/Social Studies**

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in**



# Information Literacy - Literature Appreciation

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Reading: Literature

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.
- RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

#### Reading: Informational Text

##### Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*\*RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.
- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

#### Writing

##### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1c. 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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**NJ: Grades 11-12**

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## Reading: Literature

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- RL.11-12.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.
- RL.11-12.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Reading: Informational Text

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*\*RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.
- RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

## Writing

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

## Speaking and Listening

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

**NJ: Grades 9-10**

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### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They demonstrate independence.

**NJ: Grades 11-12**

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### Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.

## NJ: 2014 SLS: Technology

NJ: Grades 9-12

### 8.2 Technology Education, Engineering, Design, and Computational Thinking

**E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.**

- 8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.
- 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

#### Enduring Understandings

Literature and reading are enjoyable pastimes

#### Essential Questions

- Why do students read?
- What makes a book worth reading?

#### Content

Appreciate and enjoy literature and other creative expressions of information

#### Skills

- Is a competent and self motivated reader
- Derives meaning from information presented creatively in a variety of formats
- Develops creative products in a variety of formats

### Stage 2: Assessment Evidence

#### Assessments

**Formative: Self Assessment**

### Stage 3: Learning Plan

#### Learning Activities

The school OPAC and the database NoveList Plus will be demonstrated to show students how they can find reading material that meets their interests.

#### Resources

*Teaching Information & Technology Skills: The Big 6 in Secondary Schools.*  
Eisenberg, Michael B; Berkowitz, Robert E.; Darrow, Robert; Spitzer, Kathleen L. Linworth (2000)

**CGHS Media Center Web Site:**

 <http://cghsmediacenter.wikispaces.com/Access+our+Databases+from+your+Mobile+Devices%21>

**Subscription Databases:**





- *Facts on File:*  <http://online.infobaselearning.com/Default.aspx>

- *Ebsco:*  <https://www.ebscohost.com/>

- *NoveList Plus:* 

<https://www.ebscohost.com/novelist/our-products/novelist-plus>





- **World Book Advanced:**  <http://www.worldbookonline.com/advanced/home>
- **SIRS Knowledge Source:**  <http://sks.sirs.com/cgi-bin/hst-portal-res?id=SSKSAB-0-1373>
- **Discovering Collection:**  <http://solutions.cengage.com/gale-training/video/discovering-collection/>
- **Ferguson's Career Guidance System:**  
 [http://www.ocls.info/Virtual/OnlineDatabases/db\\_desc.asp?OnlineDatabasesID=44&from=vurl\\_fergusons](http://www.ocls.info/Virtual/OnlineDatabases/db_desc.asp?OnlineDatabasesID=44&from=vurl_fergusons)

**Library World - Online Public Access Catalog:**

-  <http://www.libraryworld.com/>

**Books, Magazines, Internet**

-  Book review tab on Media Center Website
-  NovelList Plus - database with information on books and on similar titles of interest



# Information Literacy - Ethical Behavior

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Writing

##### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1b. 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.
- SL.9-10.1c. 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.
- SL.9-10.1d. 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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJ: Grades 11-12

## Writing

### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue, resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 9-10

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## Writing

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## NJ: 2014 SLS: Technology

NJ: Grades 9-12

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### 8.1 Educational Technology

**D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking

**D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.**

- 8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.**

- 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

## Enduring Understandings

Ethical behavior must be practiced in regards to information and information technology.

## Essential Questions

- What is the value of attributing the ideas and words of others?
- How do I format a proper citation?
- How do I know what it is I am citing?
- How do I know when to cite?

## Content

Practice ethical behavior in regard to information and information technology

## Skills

- Respect the principles of intellectual freedom
- Respect intellectual property rights
- Uses information technology responsibly

## Stage 2: Assessment Evidence

### Assessments

**Formative: Self Assessment**

**Formative: Exhibition**

## Stage 3: Learning Plan

### Learning Activities

Instruction in how to create a citation and notecard on Noodletools

Instruction on the difference between copyright and creative commons and when they can be used

### Resources

Noodletools - Citation and notecard generator-

 <https://www.noodletools.com/>

Copyright and Creative Commons page on CGHS Media Center Website-

 <http://cghsmediacenter.wikispaces.com/Access+our+Databases+from+your+Mobile+Devices%21>

 Noodletools - citation and notecard generator

 Copyright and Creative Commons page on CGHS Media Center website



# Information Literacy - Internet Safety

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

#### Writing

##### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1c. 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.
- SL.9-10.1d. 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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

##### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

#### Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Writing

### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

### Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They use technology and digital media strategically and capably.

### Writing

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## NJ: 2014 SLS: Technology

### 8.1 Educational Technology

**D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking

**E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.**

- 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

## Enduring Understandings

What is posted on the internet is permanently in cyberspace and can't be

## Essential Questions

- How can I utilize the internet safely?
- What are my social, legal and ethical responsibilities when using the internet?

## Content

## Skills

- Students will know how to protect their privacy while online to prevent intrusion from unwanted sources
- Students will know what to do when they are a victim of cyber bullying

## Stage 2: Assessment Evidence

### Assessments

**Formative: Self Assessment**

## Stage 3: Learning Plan

### Learning Activities

Students will be shown how to set up a Google Alert to determine their presence on the internet.

Discussion of how colleges and employers are utilizing social media to find out about prospective students and employees.

### Resources

**Connect Safely:**  <http://www.connectsafely.org/>

**Google Family Safety Center:**  <https://www.google.com/safetycenter/families/start/>

**Internet Safety Tips for Teenagers:**  <http://www.nationalcac.org/prevention/internet-safety-kids.html>

**Imk: Life Online:**  <https://sites.google.com/site/dklecherweb20/cyber-citizenship/Imk-life-online>

**A Thin Line:**  <http://www.athinline.org/>

**OnGuard Online:**  <https://www.onguardonline.gov/>

**Own Your Space:Keep Yourself and Your Stuff Safe Online Digital Book for Teens by Linda McCarthy:**  <https://www.microsoft.com/en-us/download/details.aspx?id=1522>



*Microsoft Safety & Security Center:*

<https://www.microsoft.com/en-us/security/default.aspx?ws=support>

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# Information Literacy - Technology

## Application

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

##### Writing

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

##### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

##### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.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.
- SL.9-10.1a. 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.
- SL.9-10.1c. 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.
- SL.9-10.1d. 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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

##### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**NJ: Grades 11-12**

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## Writing

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

## Speaking and Listening

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

**NJ: Grades 9-10**

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## Capacities of the Literate Individual

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

- They use technology and digital media strategically and capably.

## Writing

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- WHST.9-10.2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Capacities of the Literate Individual

### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They use technology and digital media strategically and capably.

### Writing

#### NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## NJ: 2014 SLS: Technology

### 8.1 Educational Technology

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

#### A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking

**E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.**

- 8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.
- 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

## Enduring Understandings

Not all assignments can be created with the same technology

## Essential Questions

- Who is the audience?
- How can I best show this information?
- How do I choose which technological tools to use and when it is appropriate to use them?

## Content

Technology should only be used which enhances the assignment.

## Skills

- Know how to format documents based on lesson requirements and audience
- Select and use programs including Microsoft Word, Publisher, Excel and PowerPoint
- Select and use programs including Google Docs
- Select and use Web2.0 tools for presentations and curation

## Stage 2: Assessment Evidence

## Assessments

**Formative: Exhibition**

**Formative: Other Visual Assessments**

**Formative: Technology Project**

## Stage 3: Learning Plan

### Learning Activities







Different technology tools will be introduced depending on the assignments assigned by classroom teachers.

### Resources

**CGHS Media Center Web Site:**

 <http://cghsmediacenter.wikispaces.com/Access+our+Databases+from+your+Mobile+Devices%21>

**Subscription Databases:**

- *Facts on File*:  <http://online.infobaselearning.com/Default.aspx>
- *Ebsco*:  <https://www.ebscohost.com/>
- *World Book Advanced*:   
<http://www.worldbookonline.com/advanced/home>
- *SIRS Knowledge Source*:   
<http://sks.sirs.com/cgi-bin/hst-portal-res?id=SSKSAB-0-1373>
- *Discovering Collection*:   
<http://solutions.cengage.com/gale-training/video/discovering-collection/>
- *Ferguson's Career Guidance System*:  
 [http://www.ocls.info/Virtual/OnlineDatabases/db\\_desc.asp?OnlineDatabasesID=44&from=vurl\\_fergusons](http://www.ocls.info/Virtual/OnlineDatabases/db_desc.asp?OnlineDatabasesID=44&from=vurl_fergusons)

**Library World - Online Public Access Catalog:**

 <http://www.libraryworld.com/>

District technology software

Web2.0 tools as they become available