Delaware Media Literacy and Digital Citizenship

Grades 6–8

Standards and Instructional Materials must address appropriate responsible and healthy online behavior including:

a Purpose and acceptable use of different social media platforms

Primary standards:

b. ISTE 1.2.b. Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. ISTE 1.2.B

1. AASL III.B.1 Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources. AASL III.B.1

1. AASL IV.C.1 Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C.1

2. AASL IV.C.2 Learners exchange information resources within and beyond their learning community by: Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. AASL IV.C.2

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Related standards:

1. AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others. AASL I.C.1

4. AASL I.C.4 Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 4. Sharing products with an authentic audience. AASL I.C.4

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Cyber Bullying Social Networking

b Understanding negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media

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Primary standards:

b. ISTE 1.2.b: Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. ISTE 1.2.B

c. ISTE 1.2.c. Students demonstrate and advocate for an understanding of intellectual property with both print and digital media—including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements. ISTE 1.2.C

d. ISTE 1.6.d. Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences. ISTE 1.6.D

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Social Networking Cyberbullying

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c **Social media behavior that promotes cybersafety, cybersecurity, and cyberethics, including etiquette, safety, security, and identification of hate speech.**

Primary standards:

b. ISTE 1.2.b. Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. ISTE 1.2.B

d. ISTE 1.2.d. Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work. ISTE 1.2.D

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Related standards:

d. ISTE 1.6.d. Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences. ISTE 1.6.D

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Social Networking Cyberbullying

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d Identifying credible sources of information.

Primary standards:

a. ISTE 1.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning. ISTE 1.3.A

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

3. AASL IV.A.3. Learners act on information needed by: Making critical choices about information sources to use. AASL IV.A.3

3. AASL IV.B.3. Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

1. AASL IV.C.1. Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C.1

1. AASL IV.D.1. Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

3. AASL VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

8. CCSS.ELA-LITERACY.CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Grade 6: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Grades 7 and 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.CCRA.W.8

History Standard Two: Grade 8 a) Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (b) Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed

Related standards:

3. AASL IV.C.3. Learners exchange information resources within and beyond their learning community by: Joining with others to compare and contrast information derived from collaboratively constructed information sites. AASL IV.C.3

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e **How to access, analyze, evaluate, create and participate in all forms of digital communication**

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Primary standards:

c. ISTE 1.2.c. Students demonstrate and advocate for an understanding of intellectual property with both print and digital media—including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements. ISTE 1.2.C

a. ISTE 1.6.a. Students select appropriate platforms and tools to create, share and communicate their work effectively. ISTE 1.6.A

b. ISTE 1.6.b. Students create original works or responsibly repurpose other digital resources into new creative works. ISTE 1.6.B

. ISTE 1.6. Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc. ISTE 1.6.

a. ISTE 1.7.a. Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. ISTE 1.7.A

b. ISTE 1.7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspectives. ISTE 1.7.B

. ISTE 1.7c. Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference. ISTE 1.7C.

7d. ISTE 1.7d Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues. ISTE 1.7D

1. AASL III.B.1 Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources. AASL III.B.1

2. AASL III.B.2 Learners participate in personal, social, and intellectual networks by: Establishing connections with other learners to build on their own prior knowledge and create new knowledge. AASL III.B.2

C1. AASL IV.C1 Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C1

2. AASL IV.C.2 Learners exchange information resources within and beyond their learning community by: Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. AASL IV.C.2

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

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1. AASL VI.B.1 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Ethically using and reproducing others' work. AASL VI.B.1
2. AASL VI.B.2 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Acknowledging authorship and demonstrating respect for the intellectual property of others. AASL VI.B.2
3. AASL VI.B.3 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Including elements in personal-knowledge products that allow others to credit content appropriately. AASL VI.B.3

1. AASL VI.C.1 Learners responsibly, ethically, and legally share new information with a global community by: Sharing information resources in accordance with modification, reuse, and remix policies. AASL VI.C.1
2. AASL VI.C.2 Learners responsibly, ethically, and legally share new information with a global community by: Disseminating new knowledge through means appropriate for the intended audience. AASL VI.C.2

1. AASL VI.D.1 Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies. AASL VI.D.1
2. AASL VI.D.2 Learners engage with information to extend personal learning by: Reflecting on the process of ethical generation of knowledge. AASL VI.D.2
5. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Grade 6: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Grade 7: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Grade 8: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA-LITERACY.CCRA.SL.5
6. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Grade 6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Grade 7: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Grade 8: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CCSS.ELA-LITERACY.CCRA.W.6

Related standards:

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b. ISTE 1.2.b. Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. ISTE 1.2.B

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Cyber Bullying Social Networking

Standards and Instructional Materials must address Critical Thinking Skills Including:

a Understanding how media messages shape culture and society

Primary standards:

History Standard 3: (Grade 8): (a) Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (b) Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed

History Standard Three (Grade 8): Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

3. AASL II.A.3 Learners contribute a balanced perspective when participating in a learning community by: Describing their understanding of cultural relevancy and placement within the global learning community AASL II.A.3

Related standards:

. ISTE 3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 3.B.

b Identifying target-marketing strategies and naming techniques of persuasion used

Primary standards:

d. ISTE 1.2.d. Students demonstrate an understanding of what personal data is and how to keep it private and secure,including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work. ISTE 1.2.D

DE SEL Competencies Self-Awareness 1E Students identify target marketing strategies and persuasion techniques. Students understand how and why those techniques are used and are able to compare and contrast advertisements found in various types of media.

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Related standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

8. CCSS.ELA-LITERACY.CCRA.R.8 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. Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Grade 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.CCRA.R.8

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c **Recognizing bias and misinformation by discovering parts of the story that are not being told**

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Primary standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

1. AASL II.B.1 Learners adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives. AASL II.B.1
2. AASL II.B.2 Learners adjust their awareness of the global learning community by: Evaluating a variety of perspectives during learning activities. AASL II.B.2
3. AASL II.B.3 Learners adjust their awareness of the global learning community by: Representing diverse perspectives during learning activities. AASL II.B.3
2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2
1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1
2. AASL V.A.2 Learners develop and satisfy personal curiosity by: Reflecting and questioning assumptions and possible misconceptions. AASL V.A.2
3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3
8. CCSS.ELA-LITERACY.CCRA.R.8 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. Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Grade 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.CCRA.R.8
6. CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-LITERACY.RH.6-8.6
8. CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-LITERACY.RH.6-8.8

History Standard Two (Grade 8): (a) Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (b) Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed

History Standard Three (Grade 8): Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

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Related standards:

a. ISTE 1.7.a. Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. ISTE 1.7.A

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d **Evaluating media messages based on personal experiences, skills, beliefs, and values**

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Primary standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

3. AASL IV.A.3 Learners act on information needed by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

1. AASL VI.D.1 Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies. AASL VI.D.1

2. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Grade 6: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Grade 7: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Grade 8: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.CCRA.SL.2

8. CCSS.ELA-LITERACY.CCRA.R.8 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. Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Grade 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.CCRA.R.8

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7. CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words Grade 6: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Grade 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CCSS.ELA-LITERACY.CCRA.R.7

   History Standard Two (Grade 8): (a) Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (b) Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

   History Standard Three (Grade 8): Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

Related standards:

1. AASL IV.B.1 Learners gather information appropriate to the task by: Seeking a variety of sources. AASL IV.B.1
2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2
3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3
4. AASL IV.B.4 Learners gather information appropriate to the task by: Organizing information by priority, topic, or other systematic scheme AASL IV.B.4

Standards and Instructional Materials must address identifying the purpose of media messages and how they are constructed including:

a Explicit and implicit media messages

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Primary standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

8. CCSS.ELA-LITERACY.CCRA.R.8 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. Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Grade 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.CCRA.R.8

3. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Grade 6: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Grade 7: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Grade 8: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA-LITERACY.CCRA.SL.3

Related standards:

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

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b Values and points of view that are included and excluded

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Primary standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

2. AASL II.C.2 Learners exhibit empathy with and tolerance for diverse ideas by: Contributing to discussion in which multiple viewpoints on a topic are expressed. AASL II.C.2

2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

6. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. Grade 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Grade 7: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Grade 8: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CCSS.ELA-LITERACY.CCRA.R.6

9. CCSS.ELA-LITERACY.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-LITERACY.RH.6-8.9

   History Standard Two (Grade 8): (a) Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (b) Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed

   History Standard Three (Grade 8): Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

Related standards:

a. ISTE 1.7.a. Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. ISTE 1.7.A

. ISTE 3.d. Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them. ISTE 3.D.

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c How the media may influence ideas and behaviors

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Primary standards:

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

2. AASL VI.D.2 Learners engage with information to extend personal learning by: Reflecting on the process of ethical generation of knowledge. AASL VI.D.2

4. CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-LITERACY.CCRA.R.4

6. CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-LITERACY.RH.6-8.6

Related standards:

d. ISTE 1.3.d. Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them. ISTE 1.3.D

a. ISTE 1.7.a. Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. ISTE 1.7.A

3. AASL IV.A.3 Learners act on an information need by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Openly communicate in curating processes for others to use, interpret, and validate AASL IV.D.1

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d The importance of obtaining information from multiple sources

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Primary standards:

a. ISTE 1.3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning. ISTE 1.3.A

b. ISTE 1.3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

c. ISTE 1.3.c. Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes. ISTE 1.3.C

2. AASL IV.A.2 Learners act on an information need by: Identifying possible sources of information. AASL IV.A.2

3. AASL IV.A.3 Learners act on an information need by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.B.1 Learners gather information appropriate to the task by: Seeking a variety of sources. AASL IV.B.1

2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources AASL IV.D.1

8. CCSS.ELA-LITERACY.CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Grade 6: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Grades 7 and 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.CCRA.W.8

Related standards:

d. ISTE 1.3.d Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them. ISTE 1.3.D

b. ISTE 1.7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspectives. ISTE 1.7.B

7. CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.7