Delaware Media Literacy and Digital Citizenship

Grades 9–12

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 engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices. 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 engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices. ISTE 1.2.B

c. ISTE 1.2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. ISTE 1.2.C

d. ISTE 1.6.d. Students publish or present content that customizes the message and medium for their intended 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 engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices. ISTE 1.2.B

d. ISTE 1.2.d. Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online. ISTE 1.2.D

b. ISTE 1.3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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 that customizes the message and medium for their intended audiences. ISTE 1.6.D

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d Identifying credible sources of information.

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Primary standards:

a. ISTE 1.3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. ISTE 1.3.A

b. ISTE 1.3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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. Grades 9-10: 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. Grades 11-12: 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. CCSS.ELA-LITERACY.CCRA.W.8

History Standard Two: Grades 11-12: (a) Students will develop and implement effective research strategies for investigating a given historical topic (b) Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations

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 an understanding of and respect for the rights and obligations of using and sharing intellectual property. ISTE 1.2.C

a. ISTE 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. ISTE 1.6.A

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

c. ISTE 1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. ISTE 1.6.C

a. ISTE 1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. ISTE 1.7.A

b. ISTE 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. ISTE 1.7.B

7c. ISTE 1.7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. ISTE 1.7C

7d. ISTE 1.7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. 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

7. CCSS.ELA-LITERACY.RH.7 Grades 9-10: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Grades 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RH.7
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. Grades 9-10: 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. Grades 11-12: 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. 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. Grades 9-10: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Grades 11-12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-LITERACY.CCRA.W.6

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Related standards:

b. ISTE 1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. ISTE 1.2.B

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Cyber Bullying Social Networking

Standards and instructional materials should address Critical Thinking Skills Including:

a Understanding how media messages shape culture and society

Primary standards:

6. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.6

6. CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-LITERACY.RH.11-12.6

   History Standard Two (Grades 11 & 12): (a) Students will develop and implement effective research strategies for investigating a given historical topic (b) Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations

   History Standard Three(Grades 11 & 12): Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

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 evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. ISTE 3.B.

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

Primary standards:

d. ISTE 1.2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. ISTE 1.2.D

DE SEL Competencies Self-Awareness 1E Students identify target marketing strategies and techniques of persuasion used in specific ads. Students analyze those techniques to determine the target audience and the motivation behind the use of those specific strategies and techniques. Students evaluate whether or not these strategies and techniques would be successful.

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Related standards:

b. ISTE 1.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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

6. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.6

6. CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-LITERACY.RH.11-12.6

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

Primary standards:

b. ISTE 1.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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

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Related standards:

b. ISTE 1.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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 9-10: 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. Grades 11-12: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.CCRA.R.8

6. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.6

6. CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-LITERACY.RH.11-12.6

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

8. CCSS.ELA-LITERACY.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-LITERACY.RH.11-12.8

   History Standard Two (Grades 11 & 12): (a) Students will develop and implement effective research strategies for investigating a given historical topic (b) Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations

   History Standard Three (Grades 11 & 12): Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Related standards:

a. ISTE 1.7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 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 evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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. Grades 9-10: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Grades 11-12: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 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 9-10: 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. Grades 11-12: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.CCRA.R.8

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 Grades 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Grades 11-12: 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. CCSS.ELA-LITERACY.CCRA.R.7

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History Standard Two (Grades 11 & 12): (a) Students will develop and implement effective research strategies for investigating a given historical topic (b) Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations

History Standard Three (Grades 11 & 12): Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

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 should 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 evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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 9-10: 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. Grades 11-12: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). 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. Grades 9-10: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Grades 11-12: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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 evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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. Grades 9-10: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Grades 11-12: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.CCRA.R.6

6. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.6

6. CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-LITERACY.RH.11-12.6

9. CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources. CCSS.ELA-LITERACY.RH.9-10.9

9. CCSS.ELA-LITERACY.RH.11-12.9:Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-LITERACY.RH.11-12.9

History Standard Two (Grades 11 & 12): (a) Students will develop and implement effective research strategies for investigating a given historical topic (b) Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations

History Standard Three (Grades 11 & 12): Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

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Related standards:

d. ISTE 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE 1.3.D

a. ISTE 1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. ISTE 1.7.A

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c How the media may influence ideas and behaviors

Primary standards:

b. ISTE 1.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 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. Grades 9-10: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Grades 11-12: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.CCRA.R.4

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Related standards:

d. ISTE 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE 1.3.D

a. ISTE 1.7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 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 plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. ISTE 1.3.A

b. ISTE 1.3.b.Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. ISTE 1.3.B

c. ISTE 1.3.c.Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 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. Grades 9-10: 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. Grades 11-12: 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. CCSS.ELA-LITERACY.CCRA.W.8

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Related standards:

d. ISTE 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE 1.3.D

b. ISTE 1.7.b.Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. ISTE 1.7.B

6. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.RH.9-10.6

6. CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CCSS.ELA-LITERACY.RH.11-12.6

7. CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CCSS.ELA-LITERACY.RH.9-10.7

7. CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RH.11-12.7