



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

INFORMATION LITERACY

K-12 CURRICULUM MAP

JUNE 2017

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Sweetwater County School District #1 Vision Statement

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

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Information Literacy Mission Statement

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

Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Information Literacy Curriculum Map

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

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

Benchmarks:

		Standard Reference
INFO1.1	Students will locate library materials to find texts they want to read. Students will discover the main idea, and compare fiction and non-fiction texts.	
INFO1.1.1	Demonstrate responsible behavior when using library materials (e.g., book care, shelf markers).	AASL 1.3.5 ISTE 5a
INFO1.1.2	Find title, author, illustrator, and call number.	
INFO1.1.3	Locate specific areas in the school library.	AASL 1.1.4 ISTE 3b
INFO1.1.4	Compare fiction and nonfiction texts. (ELA1.7.1)	CCSS.1.RI.9
INFO1.1.5	Self-select a book based on personal interests.	AASL 4.1.1

Learning Target Code

INFO1.1.4 = Subject area (Information Literacy)
INFO1.1.4 = Grade level
INFO2.1.4 = Benchmark
INFO2.1.4 = Learning target

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

Standard Reference

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

Information Literacy Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kindergarten Information Literacy	<i>Under construction</i>
1st Grade Information Literacy	Students will select and care for library materials while exhibiting responsible behavior for items in the library media center.
2nd Grade Information Literacy	Students will use text features to find information. Students will evaluate self-selected books to expand their areas of reading interest. Students will improve their computer skills.
3rd Grade Information Literacy	Students will differentiate between various ways the library materials are organized, continue with typing practice, and begin looking at databases. Students will discuss issues concerning digital citizenship.
4th Grade Information Literacy	Students will improve their keyboarding skills. Students will expand their areas of interest for personal reading.
5th Grade Information Literacy	Students will develop key skills to effectively use the library and its resources, continue to build keyboarding skills and apply them to work towards computer and research literacy and examine how to positively present themselves online.
6th Grade Information Literacy	Students will independently use the library and its resources, refine keyboarding and researching skills and analyze the positive and negative effects of online use.
7th & 8th Grades Information Literacy	Students will use the inquiry process to conduct research in curricular subjects, focusing specifically on locating, selecting, and evaluating information sources based on the appropriateness to specific tasks. Students will use print and electronic sources and tools to plan and conduct the inquiry process.
9th Grade Information Literacy	Students will conduct research following an inquiry-based approach with emphasis on the first three steps in the inquiry model. Students will use print and electronic sources and tools to plan and conduct the inquiry process.

**10th Grade
Information Literacy**

Students will conduct research following an inquiry-based approach with emphasis on the last three steps in the inquiry model. Students will use print and electronic sources and tools to plan and conduct the inquiry process.

**11th & 12th Grades
Junior English
Information Literacy**

Students will demonstrate college level research skills.

1st Grade Information Literacy

Purpose Statement:	Students will select and care for library materials while exhibiting responsible behavior for items in the library media center.
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Semester 1 Benchmark:

INFO1.1	Students will locate library materials to find texts they want to read. Students will discover the main idea, and compare fiction and non-fiction texts.	Standard Reference
INFO1.1.1	Demonstrate responsible behavior when using library materials (<i>e.g., book care, shelf markers</i>).	AASL 1.3.5 ISTE 5a
INFO1.1.2	Find title, author, illustrator, and call number.	
INFO1.1.3	Locate specific areas in the school library.	AASL 1.1.4 ISTE 3b
INFO1.1.4	Compare fiction and nonfiction texts. (ELA1.7.1)	CCSS.1.RI.9
INFO1.1.5	Self-select a book based on personal interests.	AASL 4.1.1

Semester 2 Benchmark:

INFO1.2	Students will log on and off their computer and the typing program, explain safe use of technology, and change fonts in a word processing program.	Standard Reference
INFO1.2.1	Explain the importance of Internet safety and password protection.	AASL 3.1.6 ISTE 5a
INFO1.2.2	Utilize proper keyboarding technique (i.e. posture, left and right hand placement, correct fingers on home row keys).	ISTE 6a
INFO1.2.3	Log on & off the computer independently.	CCSS.1.W.6 ISTE 6a
INFO1.2.4	Independently login to typing program. (ELA1.1.8)	ISTE 6a

2nd Grade Information Literacy

Purpose Statement:	Students will use text features to find information. Students will evaluate self-selected books to expand their areas of reading interest. Students will improve their computer skills.
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Benchmarks:

INFO2.1	Students will use computer technology responsibly.	Standard Reference
INFO2.1.1	Use the home row keys and the top row keys as part of a specified keyboarding program.	ISTE 6a, ISTE 6b
INFO2.1.2	With a text or video scenario, evaluate behaviors to identify appropriate and responsible use of online resources.	AASL 3.1.6 ISTE 5b

INFO2.2	Students will comprehend informational texts, referring to the text to ask and answer questions.	Standard Reference
INFO2.2.1	Identify text features in a piece of informational text. (ELA2.7.3)	CCSS.2.RI.1 CCSS.2.RI.5
INFO2.2.2	Use the text's features to find information to answer a question and to pose additional questions. (ELA2.7.3)	CCSS.2.RI.5 ISTE 3b, ISTE 3d ISTE 4c
INFO2.2.3	Determine three facts to support an idea using informational texts, and display them in their own words. (ELA2.4.1, ELA2.8.1)	AASL 1.3.5 ISTE 5a
INFO2.2.4	Show the location of information in the text as evidence to support an idea or conclusion. (ELA2.9.4)	
INFO2.2.5	Explain the specific reason why he or she likes or dislikes the text and justify with an example from the text.	AASL 4.1.2 AASL 4.1.4 AASL 4.4.1
INFO2.2.6	Collaborative discuss student's opinion of the book using evidence to support his or her ideas.	AASL 2.1.5 AASL 3.1.2
INFO2.2.7	Self-select books of personal interest.	

3rd Grade Information Literacy

Purpose Statement:	Students will differentiate between various ways the library materials are organized, continue with typing practice, and begin looking at databases. Students will discuss issues concerning digital citizenship.
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Benchmarks:

INFO3.1	Students will find information using online databases, continue to practice keyboarding skills, use various technology tools within a document, and discuss digital citizenship.	Standard Reference
	INFO3.1.1 Use a database (<i>e.g., Alexandria Researcher</i>) to determine the availability of a specific item and then locate the object in the school library collection using the call number of the book.	AASL 1.1.4 AASL 1.1.6 CCSS.3.W.8 CCSS.3.W.7 ISTE 4b, ISTE 4c
	INFO3.1.2 Improve typing skills using district supported online program.	AASL 3.1.4 ISTE 6a
	INFO3.1.3 Compare various reference materials (<i>e.g., dictionary, encyclopedia, almanac, atlas/google maps</i>) to learn which is an appropriate source to use.	AASL 1.1.4
	INFO3.1.4 Explore consequences associated with misuse of technology, including but not limited to cyberbullying, downloading viruses, and use of strong passwords.	AASL 3.1.6 ISTE 5a, ISTE 5c

INFO3.2	Students will continue to explore reading choices.	Standard Reference
	INFO3.2.1 Select personal reading material based on interest and/or genre.	AASL 4.1.1 AASL 4.1.4

4th Grade Information Literacy

Purpose Statement:	Students will improve their keyboarding skills. Students will expand their areas of interest for personal reading.
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Benchmarks:

INFO4.1	Students will use technology to research for school and personal use.	Standard Reference
	Explain how to access the state library database portal (<i>e.g., GoWYLD</i>) to research information on a core subject.	ISTE 3
	Use the district specified keyboarding program.	ISTE 6a

INFO4.2	Students will search for and use information ethically.	Standard Reference
	Use keywords to find information and topics of interest.	AASL 1.1.4
	Select the most appropriate resource to meet the purpose of the research.	AASL 1.1.4 ISTE 3c
	Select the most appropriate database for the purpose of the research.	AASL 1.1.8 ISTE 3b, ISTE 6a ISTE 6b

INFO4.3	Students will expand their personal areas of interest in reading.	Standard Reference
	Identify types of books and topics that the student likes to read, in fiction and nonfiction.	AASL 4.1.1
	Analyze and choose books that are related to the identified topics.	AASL 4.1.1 AASL 4.1.4 AASL 4.4.6
	Evaluate book selection with evidence and logical reasoning to determine further reading interests.	AASL 4.4.6

5th Grade Information Literacy

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

INFO5.1	Students will find resources (digital and print, fiction and non-fiction) using technology.	Standard Reference
	Use designated typing program to develop touch method typing skills.	ITSE 6a
	Use the Dewey decimal system to find nonfiction and fiction materials then compare the two classification systems and uses.	AASL 1.1.4
	Apply technology techniques (<i>e.g., troubleshooting, login/logout</i>) to enhance computer performance.	ITSE 6c
	Review and compare reference materials to determine which material should be used to find certain information.	AASL 1.1.1
	Review and compare databases to determine which database will be most effective for a given task.	ISTE 3c

INFO5.2	Students will analyze different components of digital citizenship.	Standard Reference
	Identify ways we leave a “digital footprint” online and explain the kind of personal information to share about themselves, depending on the content, context, and audience.	AASL 3.1.6 ISTE 5c
	Compare and contrast how people present themselves online and offline; discuss how the Internet allows for anonymity and deception while exploring how this can affect their relationships online.	AASL 3.1.6 ISTE 5c

6th Grade Information Literacy

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

INFO6.1	Students will use technology to enhance inquiry skills and determine credible sources.	Standard Reference
	Investigate a new technology program and demonstrate its use.	ITSE 6c
	Use designated typing program to refine touch method typing skills.	ITSE 6a
	Determine appropriate and effective key terms for research purposes and generate specific results using databases.	ISTE 3c
	Assess a website's authenticity, relevance, credibility, and authority to determine whether or not it can be used as a credible source.	ITSE 3c
	Find different types of resources (print and digital) and select which type of source would be relevant to use in a given research situation. (ELA6.2.4, ELA6.7.4)	AASL 3.1.6 ITSE 5a

INFO6.2	Students will examine elements of digital citizenship and evaluate the potential consequences of certain online activities.	Standard Reference
	Analyze strategies that scam artists use to access private information and determine how to guard against phishing and identity theft.	ITSE 5a
	Examine copyright infringement and evaluate the consequences.	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6 ISTE 5a

INFO6.3	Students will expand their personal areas of interest in reading.	Standard Reference
	Identify types of books, topics and genres that the student likes to read, in fiction and nonfiction.	AASL 6.1.1

	INFO6.3.2	Analyze and choose books using a technology resource to expand or refine books of personal interest.	AASL 6.1.1 AASL 6.1.4 AASL 6.4.6
	INFO6.3.3	Evaluate book selection with evidence and logical reasoning to determine further reading interests.	AASL 6.4.6

7th & 8th Grade Information Literacy

Purpose Statement:	Students will use the inquiry process to conduct research in curricular subjects, focusing specifically on locating, selecting, and evaluating information sources based on the appropriateness to specific tasks. Students will use print and electronic sources and tools to plan and conduct the inquiry process.
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Benchmarks:

INFO7.1	Students will use the inquiry process to ethically conduct research in curricular subjects.	Standard Reference
INFO7.1.1	Develop a question to guide inquiry.	AASL 1.1.1 AASL 1.1.3 CCSS.7.W.7, CCSS.8.W.7 ISTE 3a
INFO7.1.2	Find and select appropriate sources to answer research questions. (H7.3.3)	AASL 1.1.4 AASL 1.1.6 CCSS.7.RI.1 CCSS.7.RL.1 CCSS.7.W.8 CCSS.8.RL.1 CCSS.8.W.8 ISTE 3b, ISTE 4b
INFO7.1.3	Organize knowledge electronically or in writing so it can be used to create a coherent and logical product.	AASL 2.1.2 AASL 2.1.4 AASL 3.1.4 CCSS.7.SL.5 CCSS.7.W.6 CCSS.8.SL.5 CCSS.8.W.6 ISTE 6b
INFO7.1.4	Exhibit ethical and legal responsibility in gathering and using information.	AASL 1.3.1 AASL 1.3.3 AASL 1.3.5 AASL 3.1.6 AASL 3.3.7 CCSS.7.RL.1 CCSS.7.W.8 CCSS.8.RL.1 CCSS.8.W.8 ISTE 5a

INFO7.2	Students will locate, select and appropriately cite information sources based on the appropriateness to specific tasks.	Standard Reference
INFO7.2.1	Select and use various print and electronic resources (e.g., <i>online databases, search engines, etc.</i>) to locate information.	AASL 1.1.8 ISTE 3c, ISTE 4b
INFO7.2.2	Identify and use search terms effectively to gather information.	AASL 1.1.8 AASL 4.1.4 ISTE 5c, ISTE 6c
INFO7.2.3	Respect copyright/intellectual property rights of creators and producers by applying a standard format for citation when quoting or paraphrasing the conclusions of others to avoid plagiarism.	AASL 1.3.1 AASL 1.3.3 AASL 3.1.6 AASL 3.3.7 CCSS.7.RL.1 CCSS.7.W.8 CCSS.8.RL.1 CCSS.8.W.8 ISTE 5a

INFO7.3	Students will evaluate information from a variety of sources and media.	Standard Reference
INFO7.3.1	Assess the credibility of each source based on accuracy, validity, and appropriateness for needs, importance, and social and cultural context. (H7.3.1, H7.3.2)	AASL 1.1.4 AASL 1.1.5 CCSS.7.W.8 CCSS.8.W.8 ISTE 3b, ISTE 3c ISTE 4b
INFO7.3.2	Support claims using accurate and credible sources.	AASL 1.1.6 AASL 1.1.7 AASL 2.1.1, AASL 2.1.3 CCSS.7.W.1b CCSS.8.W.1b ISTE 3b, ISTE 3c
INFO7.3.3	Analyze information gathered from diverse sources by identifying opposing points of view and other misconceptions.	AASL 1.1.5 AASL 1.1.7 AASL 2.1.1 AASL 2.1.3 AASL 3.1.1 CCSS.7.W.1 CCSS.7.W.8 CCSS.7.W.9 CCSS.8.W.1b

			CCSS.8.W.8 CCSS.8.W.9 ISTE 4c
	INFO7.3.4	Determine if selected sources answer inquiry-based question.	AASL 3.3.1

9th Grade Information Literacy

Purpose Statement:	Students will conduct research following an inquiry-based approach with emphasis on the first three steps in the inquiry model. Students will use print and electronic sources and tools to plan and conduct the inquiry process.
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Benchmarks:

INFO9.1	Students will conduct research following an inquiry-based approach to organize information using proper format for in-text citations and listing resources.	Standard Reference
INFO9.1.1	Create an inquiry based question to guide research. (ELA9.2.1, H9.2.1)	AASL 1.1.1 AASL 1.1.3 CCSS.9-10.W.7 ISTE 3a, ISTE 4a
INFO9.1.2	Utilize advanced search methods to find information and evaluate the credibility of various resources to determine the ones to best answer the inquiry-based question. (ELA9.2.2)	AASL 1.1.4 AASL 1.1.5 AASL 1.1.6 CCSS.9-10.W.8 ISTE 3c, ISTE 4b
INFO9.1.3	Delineate and identify the argument, claim(s), and counterclaim(s) in a text, specifically recognizing bias, prejudice and stereotypes. (ELA9.2.3, H9.2.4, H9.2.6)	AASL 1.1.7 AASL 2.1.3 CCSS.9-10.RI.8 ISTE 3c, ISTE 3d ISTE 4d
INFO9.1.4	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	AASL 1.1.4 AASL 2.1.1 AASL 2.1.2 AASL 2.1.3 CCSS.9-10.SL.2 CCSS.9-10.SL.3 CCSS.9-10.W.7 CCSS.9-10.W.8 ISTE 3b, ISTE 4b ISTE 4c
INFO9.1.5	Cite specific, relevant textual evidence to support analysis of the text (both explicitly and inferentially). (ELA9.2.4)	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7 CCSS.9-10.RI.1 CCSS.9-10.L.3A ISTE 5a
INFO9.1.6	Use standard format to properly provide in-text citations and produce a list of resources to avoid plagiarism. (ELA9.2.6)	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7

			CCSS.9-10.W.8 CCSS.9-10.L.3A ISTE 5a
	INFO9.1.7	Review and reflect on the research process through metacognition, including but not limited to extended or short written responses, rubrics, verbal responses, etc. (ELA9.2.8)	
	INFO9.1.8	When applicable, distinguish between primary and secondary sources to use for specific research purposes.	CCSS.9-10.RI.10

10th Grade Information Literacy

Purpose Statement:	Students will conduct research following an inquiry-based approach with emphasis on the last three steps in the inquiry model. Students will use print and electronic sources and tools to plan and conduct the inquiry process.
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Benchmarks:

INFO10.1	Students will conduct inquiry-based research to blend their own ideas with newly encountered ideas to use proper format for in-text citations and list of resources.	Standard Reference
INFO10.1.1	Create an inquiry-based question to guide research and develop a focused thesis which answers that question. (ELA10.5.1)	AASL 1.1.1 AASL 1.1.3 CCSS.9-10.W.7 ISTE 3a, ISTE 4a
INFO10.1.2	Effectively utilize advanced search methods to find information and evaluate the credibility of various resources to determine the ones that best answer the inquiry-based research question. (ELA10.5.2)	AASL 1.1.4 AASL 1.1.5 AASL 1.1.6 CCSS.9-10.W.8 ISTE 3c, ISTE 4b
INFO10.1.3	Delineate and identify the argument, claim(s), and counterclaim(s) in a text, specifically recognizing manipulative text (<i>e.g., propaganda, bias, etc.</i>) and evaluating the propriety of using it in original writing. (ELA10.5.3)	AASL 1.1.7 AASL 2.1.3 CCSS.9-10.RI.8 CCSS.9-10.W.9 ISTE 3c, ISTE 3d ISTE 4d
INFO10.1.4	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	AASL 1.1.4 AASL 2.1.1 AASL 2.1.2 AASL 2.1.3 CCSS.9-10.SL.2 CCSS.9-10.SL.3 CCSS.9-10.W.7 CCSS.9-10.W.8 ISTE 3b, ISTE 4b ISTE 4c
INFO10.1.5	Cite specific, relevant textual evidence to support analysis of the text (both explicitly and inferentially) using proper format to avoid plagiarism. (ELA10.5.4)	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7 CCSS.9-10.RI.1 CCSS.9-10.L.3a CCSS.9-10.W.8 ISTE 5a

	INFO10.1.6	Use designated format to produce a list of resources to avoid plagiarism. (ELA10.5.4)	AASL 1.3.1 AASL 1.3.3 AASL 3.3.7 CCSS.9-10.W.8 CCSS.9-10.L.3a ISTE 5a
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11th & 12th Grade Information Literacy

Purpose Statement:	Students will demonstrate college level research skills.
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Benchmarks:

INFO11.1	Students will design, plan, and conduct a semester inquiry-based investigation applying learned research methods and practices to address a real-world topic of their choosing.	Standard Reference
INFO11.1.1	Identify a topic of inquiry by contextualizing and identifying the complexities of a problem or issue and posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.	AASL 1.1.1 AASL 1.1.2 AASL 1.1.3 CCSS.11-12.W.7 CCSS.11-12.W.8 ISTE 1a, ISTE 3a ISTE 4a
INFO11.1.2	Plan a long-term research project taking into consideration goal setting, time management, and independent and/or group work.	AASL 1.2.1 AASL 1.2.2 ISTE 3a, ISTE 4b
INFO11.1.3	Access, retrieve, and evaluate relevant and credible sources of information and data in relation to the inquiry.	AASL 1.1.4 AASL 1.1.5 AASL 1.1.6 AASL 1.2.3 AASL 2.1.1 AASL 2.2.1 AASL 4.1.4 CCSS.11-12.RI.7 CCSS.11-12.W.8 CCSS.11-12.SL.2 CCSS.11-12.L.6 ISTE 1a, ISTE 3b ISTE 3c, ISTE 4c
INFO11.1.4	Analyze and summarize a text's main idea or purpose, an author's claim(s) or counterclaim(s), and a work's selected details to strengthen one's argument.	AASL 1.1.7 AASL 2.1.2 AASL 2.1.3 AASL 2.1.4 CCSS.11-12.RI.3 CCSS.11-12.RI.5 CCSS.11-12.RI.6 CCSS.11-12.SL.2 CCSS.11-12.W.1 CCSS.11-12.W.1a

			CCSS.11-12.W.1b CCSS.11-12.W.8 CCSS.11-12.W.9 ISTE 1a, ISTE 3b ISTE 3c, ISTE 4c
INFO11.1.5	Attribute knowledge and ideas accurately and ethically using an appropriate citation style.		AASL 1.3.1 AASL 3.1.6 AASL 3.3.7 CCSS.11-12.W.8 CCSS.11-12.RI.1 ISTE 5a
INFO11.1.6	Defend inquiry choices and final product with clarity, consistency, and conviction.		AASL 2.1.4 AASL 2.4.2 ISTE 2b, ISTE 3d ISTE 4c
INFO11.1.7	Reflect on and revise their own writing, thinking, and creative processes.		AASL 1.4.1 AASL 3.4.1 AASL 3.4.2 AASL 4.4.6 ISTE 4b
INFO11.1.8	Communicate information through appropriate media using effective techniques and design.		AASL 2.1.6 AASL 3.3.1 CCSS.11-12.W.1 CCSS.11-12.W.2 CCSS.11-12.W.2b CCSS.11-12.W.2d CCSS.11-12.W.6 CCSS.11-12.L.6 CCSS.11-12.W.10 ISTE 2b, ISTE 6b ISTE 6d

Appendix A

Digital Media Resources

WEB RESOURCES

1. Common Sense Media
 - a. Scope & Sequence (K-12): <https://www.commonsensemedia.org/educators/scope-and-sequence>
 - b. Digital Passport (Grades 3-5): <https://www.commonsensemedia.org/educators/digital-passport>
 - c. Digital Compass (Grades 6-8): <https://www.commonsensemedia.org/educators/digital-compass>
 - d. Digital Bytes (Grades 9-12): <https://www.commonsensemedia.org/educators/digital-bytes>
2. Hector's World (<https://www.thinkuknow.co.uk>)
3. Faux Paw the Techno Cat (http://ikeepSAFE.org/educators_old/fauxpaw/)
4. BrainPop Digital Citizenship (<https://www.brainpop.com/technology/digitalcitizenship/>)
5. Teaching Digital Citizenship (<http://www.teachinCTRL.org/lessons/livingdigitalworld.php>)
6. NetSmartz websites:
 - a. NetSmartz Kids: <http://www.netsmartzkids.org/>
 - b. NetSmartz Tweens: <http://www.nsteens.org/>
 - c. NetSmartz Teens: <http://www.netsmartz.org/Teens>
7. PBS Kids Webonauts: <http://pbskids.org/webonauts/>

iPad APPS

1. Professor Garfield

Appendix B

**Sweetwater County School District #1
Pacing Guide**

Grade/Course:		Teacher:	
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Code	Benchmark	Time Frame*	Assessment Period **			
			1	2	3	4

Appendix C

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:	
Learning Target:	Standard Reference:
	Tech Standard Reference:
	Cross-Curricular Standard Reference:
Formative Assessment: <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance	
Criterion:	

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

Intervention	Enrichment