

Unit 1: 7th Informational Literacy

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

New Jersey is the first state to approve a set of informational literacy standards for learners. These have yet to be finalized, but ultimately their goal will be to promote “a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.” Per the New Jersey Association of School Librarians, the standards will include, at minimum, the following goals: “(1) the research process and how information is created and produced; (2) critical thinking and using information resources; (3) research methods, including the difference between primary and secondary sources; (4) the difference between facts, points of view, and opinions; (5) accessing peer-reviewed print and digital library resources; (6) the economic, legal, and social issues surrounding the use of information; and (7) the ethical production of information.”

<https://knowledgequest.aasl.org/nj-information-literacy-standard-the-journey-from-bill-to-law/>

All informational literacy standards should be incorporated in all middle grades (6-8), but this seventh grade crosswalk focuses on the use of AI, accessing library resources, and how algorithms work in our daily lives

ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
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ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop

	deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.AA.7.7	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.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

INFORMATIONAL LITERACY STANDARDS

READ ALOUDS/TEXTS/EXCERPTS

[Goodbye Stranger, by Rebecca Stead](#) - A realistic fiction novel that examines themes of online privacy and social media

[Attack of the Black Rectangles, by Amy Sarig King](#) - Per *The School Library Journal*, "A striking book on censorship; a must-have in all middle grade classroom and school libraries."

["ON TECH: A.I. NEWSLETTER"](#) - A *New York Times* collection of informational articles that provide an overview of artificial intelligence

["43 Examples of Artificial Intelligence in Education"](#) - An article from The University of San Diego that explores some of the advantages and challenges of AI in the educational sphere

ARTICLES/VIDEOS

[ChatGPT: How to Separate Fact from Fiction in a New Era of Artificial Intelligence](#) | Be MediaWise - Video for class viewing and discussion

["What is Public Domain?"](#) by The US Copyright Office

["What is Copyright?"](#) by The US Copyright Office

["Hey, That's My Idea!"](#) by The US Copyright Office

WEBSITES/APPS/TOOLS/DATABASES

["Most Likely Machine"](#) - An interactive website that teaches students about algorithms and how to be more aware of them

[Collingswood Library and Media Center](#)

PROFESSIONAL LEARNING

[An Ethics of Artificial Intelligence Curriculum](#) - a series of lessons from PBS for teaching AI to middle schoolers

["Social Media and Algorithms,"](#) lesson plan from The Berkman Klein Center for Internet & Society at Harvard University

["Introduction to Algorithms"](#) lesson on Checkology

RELIABLE NEWS SOURCES

[Newsela](#)

[The Learning Network](#) - A student-g geared news source from *The New York Times*

[Scholastic Kids Press](#) - news articles by and for students