

Unit 1: 8th 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 eighth grade crosswalk focuses on reading privacy policies, accessing library resources, censorship, economic and legal issues surrounding information use, and careers in informational literacy.

ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELA.W.SE.8.6	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.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
ELA.SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
ELA.SL.II.8.2	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.
ELA.SL.ES.8.3	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.

INFORMATIONAL LITERACY STANDARDS

READ ALOUDS/TEXTS/EXCERPTS

[True or False: A CIA Analyst's Guide to Spotting Fake News, by Cindy Otis](#) - per *The School Library Journal*, "An important, comprehensive text that should be an integral part of all high school information literacy curricula."

["It's Not You; Privacy Policies are Difficult to Read," by Irene Lee](#) - An article that describes the challenges of reading and understanding privacy policies

["Privacy Policies are a Mess," by Kevin Litman-Navarro](#) in an opinion editorial for *The New York Times*

[Banned Book Club, by Kim Hyun Sook](#) - A fictional text that examines themes of censorship from a unique cultural perspective

ARTICLES/VIDEOS

["Copyright Essentials"](#) - An FAQ text that explains the basics of copyright in the educational sphere

["Creativity, Copyright, & Fair Use"](#) - a short informational video introducing the concepts listed in the title; accessed via Common Sense Media

["What is Media Literacy?"](#) - A brief informational video from Media Literacy Now

WEBSITES/APPS/TOOLS/DATABASES

[Collingswood Library and Media Center](#)

PROFESSIONAL LEARNING

[Copyright & Creativity's Online Course for teachers](#) - Allows teachers to earn a Copyright Ethics Badge and understand how to better teach copyright regulations to students

[Copyright & Creativity's Middle School Curriculum](#) - featuring videos and instructional materials for teaching

[Banned Books, Censored Topics: Teaching About the Battle Over What Students Should Learn](#) - Lesson plans from *The New York Times*

RELIABLE NEWS SOURCES

[Newsela](#)

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

[CNN10](#) - A CNN news source that provides honest, accurate content for students