

Unit 1: 12th Informational Literacy

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

GOALS/PURPOSE

Information literacy is defined as “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.”

INFORMATIONAL LITERACY STANDARDS

New Jersey (NJSL) - Grades 9-12 - Career Readiness, Life Literacies, and Key Skills (2020)

9.4.12.GCA.1:

Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.1:

Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2:

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3:

Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4:

Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5:

Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6:

Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7:

Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8:

Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9:

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1:

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

READ ALOUDS/TEXTS/EXCERPTS

[How Does Fake News Threaten Society?](#) by John Allen. ReferencePoint. Oct. 2020. ISBN 9781682828793.

This comprehensive overview of modern fake news focuses on two major areas of our society: politics and medical information. The text also discusses topics not usually mentioned in other works, such as deepfake videos, social media influencers, and microtagging. This in-depth resource also includes a chapter detailing how fake news influences teens, which helps make it stand out from the crowd.

[Fake News: Separating Truth from Fiction by Michael Miller.](#) Lerner/Twenty-First Century. 2019. ISBN 9781541528147.

This detailed resource outlines the basics of modern-day examples of fake news, including why it's used, its

effects on society, and how to identify truth from fiction. Two chapters of note: “Who Believes Fake News” and “Fake News & Free Speech” provides thoughtful discussions that would be useful fodder for classroom lessons. Explore the journalistic and fact-checking standards, Constitutional protections and real-world case studies helping readers identify the mechanics of fake news.

[True or False: A CIA Analyst's Guide to Spotting Fake News](#) by Cindy L. Otis. Feiwel & Friends. Jul. 2020. ISBN 9781250239495.

An excellent and thoroughly engaging resource for educators and high school students looking to debunk fake news. The text starts with a comprehensive look at fake news and propaganda campaigns throughout history. The second half provides detailed information and exercises. Readers learn how to spot fake news and check their bias at the door. A title that should be required reading.

[Fake News and Propaganda by Fiona Young-Brown.](#) Cavendish Square. 2019. ISBN 9781502644961.

A brief but balanced overview of the topic for middle and high school students, which includes liberal and conservative examples of historical and modern-day instances of fake news and propaganda. This title provides an international perspective and a discussion of how governments in some European countries (France and Germany) are fighting fake news through legislation. It can be difficult to discern unbiased journalism from propaganda. This book is a must-have resource looking at the rise of misinformation and the ease with which it now spreads.

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[Uncovering Bias in the News \(Core Library: News Literacy\)](#) by Duchess Harris

Discover how multiple media outlets can cover the same story in vastly different ways. Easy-to-read text, vivid images and helpful back matter give readers a clear look at this subject.

[The Importance of Good Sources](#) (Young Citizen's Guide to News Literacy) by Lisa A McPartland

Understand the importance of good sources, how to determine the quality of a source and why it's important.

ARTICLES/VIDEOS

READ:

[Article from YALSA regarding how to spot fake news \(2016\)](#)

WATCH:

[TED-Ed How false news can spread](#)- describes circular reporting, satire articles

Variety of videos from [Library Instructional Videos and Tutorials](#)

- [Informational Life Cycle](#)- This video created by the University of Nevada, Las Vegas looks at how information may change over time, and as time goes by new sources of information become available.
- [Inform Your Thinking Video Series | Oklahoma State Library](#)

- [Picking your topic IS Research](#)

WEBSITES/APPS/TOOLS/DATABASES

Apps/Tools to help with reading on digital devices:

[Insert learning](#) : A free chrome extension that allows instructional content to be added to any website.

[Opening Doors to Access](#) is a great resource to support reading on iPads with built-in tools.

[Read&Write for Google Chrome](#) offers many supports for all types of reading needs.

[Print Friendly & PDF](#) Chrome extension offers a quick way to take a busy web page and create a print-friendly, text-based version. The text version can give readers a specific place to begin and simplify the message before extending comprehension by processing the accompanying webpage.

Websites/Databases

- [FactCheck.org](#)
FactCheck.org is a project of the Annenberg Public Policy Center of the University of Pennsylvania, a nonpartisan, nonprofit “consumer advocate” for voters that aims to reduce the level of deception and confusion in U.S. politics.
- [Hoax-Slayer](#)
Debunks email and social media hoaxes, thwarts Internet scammers, combats spam, and educates web users about email, social media, and Internet security issues.
- [PolitiFact](#)
A fact-checking website that rates the accuracy of claims by elected officials and others who speak up in American politics. PolitiFact is run by editors and reporters from the Tampa Bay Times, an independent newspaper in Florida, as is PunditFact, a site devoted to fact-checking pundits.
- [PunditFact](#)
A project of the Tampa Bay Times and the Poynter Institute, dedicated to checking the accuracy of claims by pundits, columnists, bloggers, political analysts, the hosts and guests of talk shows, and other members of the media.
- [Snopes.com](#)
The snopes.com website was founded by David Mikkelson, who lives and works in the Los Angeles area. What he began in 1995 as an expression of his interest in researching urban legends has since grown into what is widely regarded by folklorists, journalists, and laypersons alike as one of the World Wide Web's essential resources.
- [TruthOrFiction](#)
Get the truth about rumors, inspirational stories, virus warnings, hoaxes, scams, humorous tales, pleas for help, urban legends, prayer requests, calls to action, and other forwarded emails.
- [Media Smarts: Teacher Resources](#): MediaSmarts has been developing digital and media

literacy programs and resources for Canadian homes, schools, and communities since 1996. Through their work, we support adults with information and tools so they can help children and teens develop the critical thinking skills they need for interacting with the media they love.

PROFESSIONAL LEARNING

WATCH:

[Developing Inquisitive Learners, Critical Thinkers, and Resourceful Citizens](#)

[Post Truth: Fake News and a New Era of Information Literacy](#)

READ:

[Preparing students for 2025 with digital Literacy](#)- from DesigningSchools.org regarding the necessary skills for the future and how to access ways to think.

Lessons:

[Digital Citizenship Curriculum](#)

Attached:

1. Developing Inquisitive Learners, Critical Thinkers, and Resourceful Citizens Activity Guide from AASL
2. UNESCO Journalism, 'Fake News' & Disinformation Handbook for Journalism Education and Training

[Inquire-Activity-Guide_230620.pdf](#)

[journalism_fake_news_disinformation_print_friendly_0.pdf](#)

RELIABLE NEWS SOURCES

- [All Sides](#)- lists current news from all different new sources to help students make their own opinions based on several different versions of the same news. They explain what bias is and how everyone has it but also help students to navigate through bias. <https://www.allsides.com/media-bias>
- [Common Sense](#) This website lists the most reliable and credible sources for students including NASA, PBS, ScienceNews. Lists both free and paid site with their grade level appropriateness. <https://www.commonsense.org/education/lists/most-reliable-and-credible-sources-for-students>

