

# Unit 3: Website Evaluation

Content Area: **Media Center**  
Course(s): **Media 4**  
Time Period: **Generic Time Period**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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### Transfer

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Students will be able to independently use their learning to...

-recognize and evaluate the quality of websites when searching online.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

### Meaning

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### Understandings

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Students will understand that...

-not all websites have good information that can be trusted

-there is information you can look for on a website that can help you evaluate its accuracy and reliability

### Essential Questions

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Students will keep considering...

What makes a good website?

How do you know whether you can trust the information you find on a website?

Why should you be careful to evaluate websites before using their information in research projects?

What is the difference between quality and appeal?

What kinds of informational sites are the right ones for you to use?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

Not all websites are created equal; some are better than others.

What criteria to look for when evaluating websites.

### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

Evaluating a website using the 3W's

Recognizing false or misleading websites

Recognizing high-quality websites.

## **Academic Vocabulary**

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Research

Navigate

Dead links

Criteria

Evaluate

Rate

Author

Copyright

Accurate

Dependable

Unreliable

Publish

Website

Quality

Appeal

## **Learning Goal**

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SWBAT evaluate and rate the quality of informational websites by applying the 3W's. criteria.

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.

TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

## **Target 1-- Level 1 Retrieval**

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- SWBAT: recognize examples of genuine and false websites.

## **Target 2-- Level 2 Comprehension**

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- SWBAT describe the 3W's of website evaluation:

## **Target 3 -- Level 3**

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- SWBAT evaluate and rate the quality of informational websites by applying the 3W's. criteria.

## **Target 4 -- Level 4**

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- SWBAT create and use their own criteria in addition to the 3W's to evaluate a website.

## **Formative Assessment and Performance Opportunities**

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1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Review games.
5. Think/Pair/Share activities.
6. Teacher-directed Q and A.
7. Teacher observation.

8. Student Response Systems

9. Additional practice activities.

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Create experiences for deeper learning.

## **Unit Resources**

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- Chromebooks
- Google Classroom
- Interactive Whiteboard
- Library
- Search Engine (Google)
- Slideshow Presentations
- Teacher Demonstration
- Websites
- YouTube Videos/DVD's