

The First Lens - Triggers Crosswalk for Standards

Key Points

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| Triggers tie to social and emotional learning | Important Questions/Red Flags How does it make me feel? Does it trigger me? Are there elements that might trigger others? Based on my feelings from the first two questions, how does it affect my urge to trust or share the information? | Press Pause Checklists don't work (CRAPP, FART, etc.) | |
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State Standards/Objectives

Idaho Content Standards

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| ELA 9/10.ODC-OC.2 Analyze the effect of text and images on the reader's or viewer's emotions in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. 9/10.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. 9/10.W-RW.3 Write informational texts that introduce the topic clearly by providing needed context, presenting welldefined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented. 9/10.ODC-OC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious | <u>Idaho Math Standards</u> <u>Grades 9-12</u> <u>MP.3 Construct viable arguments and critique the reasoning of others.</u> <u>Grades 9 – 12 students are increasingly expected to make formal mathematical arguments based on stated assumptions or properties, well-defined definitions, and previously established results. Students should be expected to make formal and informal arguments as they progress through the grades 9 – 12. Students should listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</u> <u>Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.</u> | <u>Social Studies - Idaho Social Studies Standards</u> <u>From https://www.sde.idaho.gov/academic/social-studies/</u> <u>It is important that students develop the critical skills necessary to participate fully in our society. These skills should include the ability to acquire relevant information, organize data, develop balanced policies and arguments, construct new knowledge, and participate effectively as individuals and in groups.</u> | <u>Science - Idaho Science Standards: Different standards would apply to different lessons, depending on the lesson's content. But here are some ideas.</u> <u>HS-LS-2.5 Students who demonstrate understanding can:</u> <u>Evaluate the claims, evidence, and reasoning that changing the conditions of a static ecosystem may result in a new ecosystem.</u> <u>HS-LS-2.6 Students who demonstrate understanding can:</u> <u>Design, evaluate, and/or refine practices used to manage a natural resource based on direct and indirect influences of human activities on biodiversity and ecosystem health.</u> <u>HS-PSP-3.4 Students who demonstrate understanding can:</u> <u>Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.</u> |
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ISTE Standards/Objectives.

<https://www.iste.org/standards/iste-standards-for-students>

Empowered Learner- 1.1.a

Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

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| Empowered Learner- 1.1.c | Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. | |
| Knowledge Constructor- 1.3.a | Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. | |
| Knowledge Constructor- 1.3.b | Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. | |
| Knowledge Constructor- 1.3.c | Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. | |
| Knowledge Constructor- 1.3.d | Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. | |
| Innovative Designer- 1.4.d | Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. | |
| Creative Communicator- 1.6.a | Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. | |
| Global Collaborator- 1.7.b | Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | |
| AASL Standards/Objectives- Standard link | | |
| INQUIRE I.B.1 | Learners engage with new knowledge by following a process that includes using evidence to investigate questions. | |
| INQUIRE I.B.2 | Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps. | |
| INQUIRE I.D.4 | Learners participate in an ongoing inquiry based process by using reflection to guide informed decisions. | |
| INCLUDE II.A.2 | Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. | |
| INCLUDE II.B.2 | Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities. | |

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| COLLABORATE III.A.1 | Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understandings | |
| COLLABORATE III.B.1 | Learners participate in personal, social, and intellectual networks by using a variety of communication tools and resources. | |
| COLLABORATE III.C.2 | Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes. | |
| COLLABORATE III.D.2 | Learners actively participate with others in learning situations by recognizing learning as a social responsibility. | |
| CURATE IV.A.1 | Learners act on an information need by determining the need to gather information. | |
| CURATE IV.A.2 | Learners act on an information need by identifying possible sources of information | |
| CURATE IV.A.3 | Learners act on an information need by making critical choices about information sources to use. | |
| CURATE IV.B.1 | Learners gather information appropriate to the task by seeking a variety of sources. | |
| CURATE IV.B.2 | Learners gather information appropriate to the task by collecting information representing diverse perspectives. | |
| CURATE IV.B.3 | Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information. | |
| CURATE IV.B.4 | Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. | |
| CURATE IV.D.1 | Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. | |
| CURATE IV.D.2 | Learners select and organize information for a variety of audiences by integrating and depicting in a conceptual knowledge network their understanding gained from resources. | |
| EXPLORE V.A.1 | Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes. | |

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| EXPLORE V.A.2 | Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions. | |
| EXPLORE V.A.3 | Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth. | |
| EXPLORE V.C.2 | Learners engage with the learning community by co-constructing innovative means of investigation. | |
| ENGAGE VI.A.1 | Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning. | |
| ENGAGE VI.A.2 | Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media | |
| ENGAGE VI.A.3 | Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. | |
| ENGAGE VI.D.2 | Learners engage with information to extend personal information by reflecting on the process of ethical generation of knowledge. | |
| Evidence Locker Link | Quick Points/ 5 - Minute Lessons from other sources | |
| Lens 1 - Access: Evidence Locker Link | How Google Works - Google vs. Databases (Funny) | |
| | By code.org- how search works https://www.youtube.com/watch?v=LVV_93mBfSU | |
| | Maybe good for younger kids?- https://www.youtube.com/watch?v=dR6YAZ54D2Q | |
| | SIFT Source - Mike Caulfield's (creator of SIFT) website with the sift model. | |
| | | Civic Online Reasoning |
| | | AllSides.com |
| | | Crash Course on Digital Literacy (John Green) |