

The Second Lens - Access Standards Crosswalk

Key Points

Mobile Data (pg 19)	Access = Equity (pg 20)	Community Reading Experience	
<p>Data collected from the Pew Research Center, which found that news consumers overwhelmingly turn to their mobile devices, rather than a laptop or desktop to find out what's happening in the world.</p> <p>1) News story looks vastly different when viewed on a mobile device versus a traditional browser.</p> <p>2) The same news story varies greatly in appearance when viewed on two different apps.</p> <p>3) The ways in which students locate the information is commonly required to determine credibility (author, date of publication, the editorial stance of the publication, etc.) also varies widely depending on the app they use to view the story</p> <p>***The strategies being taught in school to help young people differentiate fact from fiction in the information they consume often do not transfer to the ways in which they access, react to, and share information in every other location.***</p>	<p>Teens in lower-income homes spend less time using computers and more time using their phones for homework than their peers in higher-income homes.</p> <p>Common Sense Media Census showed that lower-income families rely heavily on smartphones for homework.</p> <p>Higher Income: 55% rely on computers 12% rely on smartphones</p> <p>Lower Income: 34% rely on computers 21% rely on smartphones</p> <p>***Students need to be taught to learn how to use the lenses on different types of devices***</p>	<p>Definition: The social experience of consuming content online, especially through mobile devices. The features that contribute to this experience include likes, share, and comments, along with the public counts associated with each element.</p> <p>The Engagement Matrix:</p> <p>*Megan Kelly's book failed because of a social media movement that had people give her one star reviews (cancel culture 23)</p> <p>*The more likes, comments, and shares a post receives, the more trustworthy it becomes in the eye of the consumer (23)</p> <p>*Students and adults need to belong and feel accepted, so if they see something three of their friends liked, they like it too for that sense of belonging without fully vetting it (24).</p> <p>Essential Questions:</p> <p>1) How does the device (and/or app) affect my ability to locate traditional markers of credibility (such as author, date of publication, etc.)?</p> <p>2) How does the Community Reading Experience affect my urge to trust or share this information?</p> <p>* Most clicks doesn't equal most accurate information.</p>	

**State Standards/Objectives
Idaho Content Standards**

ELA - Idaho Vertically Aligned Standards ELA/Literacy	Idaho Math Standards	Social Studies - Idaho Social Studies Standards	Science - Idaho Science Standards: Different standards would apply to different lessons, depending on the lesson's content. But here are some ideas.
<p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Many grades have standards that would work depending on the lesson. Here is an example of 4th grade standards that would work. CCSS.ELA-Literacy.RI.4.2 CCSS.ELA-Literacy.RI.4.7 CCSS.ELA-Literacy.RI.4.8 CCSS.ELA-Literacy.RI.4.9</p>	<p><u>Statistics and Probability 0 7.SP</u> <u>Use random sampling to draw inferences about a population.</u> <u>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</u> <u>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</u></p>	<p><u>Standard 1 History:</u> <u>Found in every grade with same wording found throughout document for all Grades K-12</u> <u>Goal 1.1: Build an understanding of the cultural and social development of the United States.</u> <u>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</u></p>	<p>(ESS3-5-1) Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. ETS1.B: Developing Possible Solutions • <u>When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts.</u> (ESS3-HS-2, ESS3-HS-4)</p>

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.	
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.	
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.	
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	Mini-Lessons from Evidence Locker	Quick Points/ 5 - Minute Lessons from other sources
Lens 2 - Access: Evidence Locker Link	Grades 4-5	How to Teach Your Students to Think Before They Post From Common Sense Education (with applicable lesson plans.) *you will need to create a free account* Some lessons have quick 15 minute activity links at the top of the lessons

	Grades 6-8	Grades 5-12: Evaluating Legitimate Sources - dihydrogen monoxide	
	Grades 9-12		