The Third Lens: Forensics Standards Crosswalk			
Key Points:			
Oh, CRAAP and lateral reading: mobile devices make this much harder to do realistically. The Shift from Identifying to Investigating Forensics: Digital Clues that provide insight into the credibility of the information	Today, information should be explored either vertically or laterally. * As teachers, we tend to look at things from a perspective of how things used to be. *Today, students find their info from a variety of sources - social media, the internet, etc. *Lateral reading requires researchers to open multiple tabs so they can find information from multiple sources about the content, the creator, and the source's potential motives. *It won't be easy to spot whether something is untrue. *This multistep process requires students to bounce between multiple links, apps, and sources to "discover patterns in the noise." (pg. 38) Using a link board helps to visually link the sources and information together. *"We believe multidirectional investigations combined with meaningful questions inspired by the evidence are vital in helping build bridges between the reserach that kids do in school for an assignment and the kind they do at home, when the consequences for falling for false information may be far more significant." (pgs. 38-39)		
Idaho State Standards Objectives **Idaho Content Standards**			
ELA - Idaho Vertically Aligned Standards ELA/Literacy **CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently. **CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**Idaho Math Standards** Content Standards by Conceptual Category Identifiers/Coding Grades 9 – 12 Standards for Mathematical Practice MP.3 Construct viable arguments and critique the reasoning of others. 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. Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.	**Idaho Social Studies Standards** From https://www.sde.idaho.gov/academic/social-studies/ 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.	**Science - Idaho Science Standards:** Different standards would apply to different lessons, depending on the lesson content. But here are some ideas: HS-LS-2.5 Students who demonstrate understanding can: Evaluate the claims, evidence, and reasoning that changing the conditions of a static ecosystem may result in a new ecosystem. HS-LS-2.6 Students who demonstrate understanding can: 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. HS-PSP-3.4 Students who demonstrate understanding can: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
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 3 - Access: Evidence Locker Link	Grades 4-5	
	Grades 6-8	
	Grades 9-12	