

Career Readiness, Life Literacies and Key Skills
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9.4 Life Literacies and Key Skills			Grade Level: By the end of Grade 2	
Focus Topic: Creativity and Innovations				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	Brainstorming can create new, innovative ideas.	Openness Perspective	https://www.mindtools.com/pages/article/newCT_88.htm	Demonstrate openness to new ideas and perspectives by challenging old assumptions.
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).		Originality Inventiveness		Design/draw a simple invention based on a need.
Focus Topic: Critical Thinking and Problem Solving				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	Collaborate	https://ditchthattextbook.com/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own/	Determine a community issue and brainstorm ways to solve the problem.
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b,		Plan		Determine a school/classroom issue, devise a plan to solve the issue and then execute the

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8.2.2.ED.3).				plan.
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)		Problem solving	https://ditchthattextbook.com/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own/	Determine a school/classroom issue, devise a plan to solve the issue and then execute the plan.
Focus Topic: Digital Citizenship				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.2.DC.1: Explain differences between ownership and sharing of information.	Digital artifacts can be owned by individuals or organizations.	Ownership	https://www.commonsense.org/education/digital-citizenship	Identify artifacts owned by individuals and by organizations.
9.4.2.DC.2: Explain the importance of respecting digital content of others.		Digital content	https://www.commonsense.org/education/digital-citizenship	Explain the importance of respecting digital content of others.
• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).	Individuals should practice safe behaviors when using the Internet.	Online safety Internet	https://www.youtube.com/watch?v=HxySrSbSY7o	Explain how to be safe online and follow safe practices.
9.4.2.DC.4: Compare information that should be kept private to information that might be made public		Private information Public information	https://www.youtube.com/watch?v=HxySrSbSY7o	Discuss public vs. private information.
9.4.2.DC.5: Explain what a digital footprint is and how it is created.	An individual's digital footprint reflects the various actions an individual makes online,	Digital footprint	https://www.internetsociety.org/tutorials/your-digital-footprint-matters/	Define digital footprint.

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	both positive and negative.			
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.	Communicate Responsible	https://www.grammarly.com/blog/how-to-start-an-email/	Practice sending respectful real or paper form emails.
9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).	Young people can have a positive impact on the natural world in the fight against climate change.	Climate change		Describe actions that can positively impact the environment.

Focus Topic: Global and Cultural Awareness

Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.	Culture	https://examples.yourdictionary.com/examples-of-culture.html	Discuss differences in cultures in everyday life.

Focus Topic: Information and Media Literacy

Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.	Digital tools and media resources provide access to vast stores of information that can be searched.	Internet search		Practice using a search engine appropriately.

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9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).	Digital tools can be used to display data in various ways.	Data	https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students	Utilize a digital tool to tell a story.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	Multimedia		Use a search engine to find information.
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).	Information is shared or conveyed in a variety of formats and sources.	Information		Compare different types of digital formats.

Focus Topic: Technology Literacy

Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).	Digital tools have a purpose	Digital tools		Identify the basic feature of a digital tool and explain its purpose.
9.4.2.TL.2: Create a		Document		Create a word processing

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document using a word processing application.		Word processing		document.
9.4.2.TL.3: Enter information into a spreadsheet and sort the information.		Spreadsheet		Create a spreadsheet and sort information.
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.		Virtual space	https://sso.prodigygame.com/login?rid=fd912ccb-7fa0-4064-9510-dfb9d5444875#welcome	Navigate a virtual space.
9.4.2.TL.5: Describe the difference between real and virtual experiences.		Virtual experience		Describe the difference between real and virtual spaces.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).		Digital tools	https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students	Use a more than one digital tool tell a story.
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).	Collaboration can simplify the work an individual has to do and sometimes produce a better product.	Digital artifacts		Collaboratively create a digital artifact.
Assessment:	Research projects, student portfolio, hand on project, survey, formative assessment, rubrics, class discussion, summative assessments, teacher observation, graphic organizer, exit ticket			
Technology Integration	Digital tools (word processing, spreadsheets, slideshows), online simulations, videos, games,engage with students int other classes (other schools), apply cybersafety and appropriate use policies			

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Interdisciplinary Integration	<p>ELA: reading, writing, presenting projects related to career choices</p> <p>Math: Compare earnings, taxes, benefits</p> <p>Science: research careers related to science</p> <p>Social Studies: research careers related to geography politics, government</p>
Core Instruction and Supplemental Materials	Internet resources
Modifications and Accommodations	<p>ELL: leveled readers, small group instruction</p> <p>Special Education: leveled readers, small group instruction, modified assessments</p> <p>G&T: enrichment activities, small group instruction</p>

9.4 Life Literacies and Key Skills			Grade Level: By the end of Grade 5	
Focus Topic: Creativity and Innovation				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	Collaborate Perspective Climate change		Collaborate with others to acknowledge different perspectives and find innovative solutions.

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9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).				Investigate a local issue to address the issue.
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills			Brainstorm with individuals with diverse perspectives.
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).			https://www.usatoday.com/story/money/2018/07/11/50-worst-product-flops-of-all-time/36734837/	Choose a failed product and research causes and alternative solutions.
Focus Topic: Critical Thinking and Problem Solving				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4,	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking			Investigate a local issue to solve a local problem.

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4-ESS3-1, 6.3.5.CivicsPD.2).	skills.			
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)				Investigate a local issue and list local individuals and community resources to solve the problem.
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.		Digital tools	https://exemplars.com/blog/digital-tools-teach-problem-solving	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		Critical thinking Problem solving strategies	https://sites.google.com/site/twentyfirstcenturyskills/evaluation	Apply critical thinking and problem solving strategies to solve problems.
Focus Topic: Digital Citizenship				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.DC.1: Explain the need for and use of copyrights.	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other	Copyrights Intellectual property	https://www.lib.purdue.edu/uco/CopyrightBasics/basics.html	Explain the need for and use of copyrights.

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9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.	people's ideas in one's own work provided that proper credit is given to the original source.	Attribution	https://www.lib.purdue.edu/uco/CopyrightBasics/basics.html	Research and apply fair use and copyright laws.
9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.		Copyright restrictions	https://ditchthattextbook.com/how-to-get-and-use-free-images-the-right-way-in-class/	Categorize free use digital images and copyright images.
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	Ethical behavior	https://www.educationworld.com/a_tech/responsible-student-technology-use.shtml	Model safe and ethical online behavior.
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity	Digital identities must be managed in order to create a positive digital footprint.	Online identity		Compare and contrast positive and negative online activity with consequences.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).	Digital tools have positively and negatively changed the way people interact socially.		https://blog.gutenberg-technology.com/en/7-ways-the-internet-has-changed-learning	Investigate how online tools have changed.
9.4.5.DC.7: Explain how			https://www.healthtechzon	Explain positive and

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posting and commenting in social spaces can have positive or negative consequences.			e.com/topics/healthcare/articles/2020/01/20/444262-students-healthcare-positive-negative-impact-social-media-health.htm	negative consequences of social media posting.
9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).	Digital engagement can improve the planning and delivery of climate change actions			Propose ways communities can use technology to participate in climate action.
Focus Topic: Global and Cultural Awareness				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).	Culture and geography can shape an individual's experiences and perspectives.	Culture		Analyze how culture shapes individual and community perspectives and points of view.
Focus Topic: Information and Media Literacy				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	Digital sources	https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html	Evaluate digital sources.

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Evaluating Sources).				
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.			Create a presentation (slideshow/video) to organize information about a problem.
9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.			https://www.northeastern.edu/graduate/blog/blog-how-to-tell-stories-with-data/	Use multiple formats to tell a story about data.
9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	Implicit messages Explicit messages	https://www.slideshare.net/mlewis19/implicit-and-explicit-messages	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).				List how media is used by various groups.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).	Specific situations require the use of relevant sources of information.			Use a variety of sources to answer questions.

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9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).		Social emotional learning		Explain how information meets different needs.
Focus Topic: Technology Literacy				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.	Different digital tools have different purposes.			Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.				Create a spreadsheet to sort and filter data.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.				Create a word processing document which includes images, graphics or symbols.
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).	Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Digital artifact		Compare and contrast digital media that is produced by individuals compared to groups.

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9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).				Collaborate digitally to produce an artifact.
Assessment:	Research projects, student portfolio, hand on project, survey, formative assessment, rubrics, class discussion, summative assessments, teacher observation, graphic organizer, exit ticket			
Technology Integration	Digital tools (word processing, spreadsheets, slideshows), online simulations, videos, games,engage with students int other classes (other schools), apply cybersafety and appropriate use policies			
Interdisciplinary Integration	ELA: reading, writing, presenting projects related to career choices Math: Compare earnings, taxes, benefits Science: research careers related to science Social Studies: research careers related to geography politics, government			
Core Instruction and Supplemental Materials	Internet resources			
Modifications and Accommodations	ELL: leveled readers, small group instruction Special Education: leveled readers, small group instruction, modified assessments G&T: enrichment activities, small group instruction			

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9.4 Life Literacies and Key Skills			Grade Level: By the end of Grade 8	
Focus Topic: Creativity and Innovation				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	Data		Create multimedia presentation comparing data from different perspectives.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).		Repurpose	https://repurpose.global/	Repurpose a resource in a different way.
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).				Brainstorm challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.		Innovation	https://www.indeed.com/career-advice/finding-a-job/careers-for-creative-people	Investigate careers that involve creativity and innovation.

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Focus Topic: Critical Thinking and Problem Solving				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.	Diverse		Apply critical thinking skills to evaluate diverse solutions.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).		Plausible options		Create multiple solutions to a problem.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	Positive outcome Negative outcome		Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Focus Topic: Digital Citizenship				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence

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9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	Citations	https://www.indeed.com/career-advice/finding-a-job/careers-for-creative-people	Analyze resource citations.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).		Citation Attribution	https://www.easybib.com/	Create appropriate citations for a multimedia project.
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.	Tradeoff	https://www.commonsense.org/education/videos/private-and-personal-information	Compare public and private information.
9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	Digital footprint	https://www.teachthought.com/the-future-of-learning/11-tips-for-students-to-manage-their-digital-footprints/	Research digital footprints and list proper use of online resources.
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.		Digital identity	https://www.zdnet.com/article/identity-management-101-how-digital-identity-works/	Investigate positive behaviors that impact a student's digital identity.
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.		Reputation	https://medium.com/swlh/7-reasons-why-your-online-reputation-is-important-56227d399a51	List specific information that can be harmful to a reputation.

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9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	Crowdsourcing	https://zapier.com/learn/for ms-surveys/best-survey-apps/	Collaborate with others to create a survey.
9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).	Digital technology and data can be leveraged by communities to address effects of climate change.			Investigate data to respond to effects of climate change.
Focus Topic: Global and Cultural Awareness				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Cultural differences		Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.		Diverse ideas Perspective		Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Focus Topic: Information and Media Literacy				
Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.8.IML.1: Critically curate multiple resources to	Increases in the quantity of information available	Curate Distortion	https://owl.purdue.edu/owl/research_and_citation/cond	Compare resources for credibility.

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assess the credibility of sources when searching for information.	through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.		ucting_research/evaluating_sources_of_information/evaluating_digital_sources.html	
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.		Exaggeration Misinterpretation	https://www.thesocialhistorian.com/fake-news/	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	Visualization	https://catalog.data.gov/dataset	Create a digital project to display data.
9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.		Visualization	https://catalog.data.gov/dataset	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.			https://catalog.data.gov/dataset	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.6: Identify subtle and overt messages	The mode of information can convey a message to	Subtle messages Overt messages	https://www.psychestudy.com/behavioral/behavior/ov	Compare subtle and overt messages.

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based on the method of communication.	consumers or an audience.		ert-vs-covert	
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.			Evaluate sources for accuracy and relevance.
9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).			https://uj.ac.za.libguides.com/c.php?g=581225&p=4011505	Apply appropriate search strategies.
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	There are ethical and unethical uses of information and media.	Ethical use Unethical use	https://bizfluent.com/info-7806377-five-unethical-uses-computers.html	Distinguish between ethical and unethical uses of information and media.
9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).			https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/	Examine the consequences of the uses of media.
9.4.8.IML.11: Predict the personal and community impact of online and social				Create a list of personal and community impact from social media.

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media activities.				
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	Authentic audience		Produce, publish and deliver information with evidence to an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).				Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.			https://open.lib.umn.edu/mediaandculture/chapter/2-1-mass-media-and-its-messages/	Investigate the role of media on cultural, political and societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.			https://www.medialit.org/reading-room/key-question-3-how-might-different-people-understand-message-differently-me	Compare and contrast differences in media experiences.

Focus Topic: Technology Literacy

Learning Standard	Core Idea	New Vocabulary	Resources	Student Evidence
9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for	Data sets Data-based decision-making	https://catalog.data.gov/dataset	Create a spreadsheet to analyze data.

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9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	creating text, visualizations, models, and communicating with others.		https://catalog.data.gov/dataset	Gather data to represent information.
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.				Select appropriate tools to organize and present information digitally.
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).				Synthesize and publish information about a local or global issue or event.
9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	Synchronous collaboration Asynchronous collaboration	https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/	Define synchronous and asynchronous collaboration and identify effectiveness of both.
9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.				Collaborate to develop and publish work that provides perspectives on a real-world problem.
Assessment:	Research projects, student portfolio, hand on project, survey, formative assessment, rubrics, class discussion, summative assessments, teacher observation, graphic organizer, exit ticket			

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Technology Integration	Digital tools (word processing, spreadsheets, slideshows), online simulations, videos, games,engage with students int other classes (other schools), apply cybersafety and appropriate use policies
Interdisciplinary Integration	ELA: reading, writing, presenting projects related to career choices Math: Compare earnings, taxex, benefits Science: research careers related to science Social Studies: research careers related to geography politics, government
Core Instruction and Supplemental Materials	Internet resources
Modifications and Accommodations	ELL: leveled readers, small group instruction Special Education: leveled readers, small group instruction, modified assessments G&T: enrichment activities, small group instruction