

**SOURCES OF INFORMATION:**

Evaluate resources needed to solve a given problem.

- Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

**SOURCES OF INFORMATION:**

Evaluate resources needed to solve a given problem.

- Evaluate resources for point of view, bias, values, or intent of information.

**SOURCES OF INFORMATION:**

Evaluate resources needed to solve a given problem

- Evaluate content for relevance to the assigned task.

**TECHNOLOGY AS A TOOL:**

Use technology and other resources for assigned tasks.

- Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

**TECHNOLOGY AS A TOOL:**

Use technology and other resources for assigned tasks.

- Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).

In small groups, students in World History will review the website *All About Explorers* ([www.allaboutexplorers.com](http://www.allaboutexplorers.com)) and evaluate the website for reliable information. Students will discuss in small groups and with the teacher librarian why the website is not credible. The teacher librarian briefly instructs students in using Encyclopedia Britannica to access information about their explorer that is current, credible, and authoritative.

While collecting information for their English 9 research project on a global issue, students will complete a “Collect and Credit” handout that requires an evaluation of the resource to determine if is providing information, attempting to persuade, or trying to sell something. Students will use CultureGrams for background information, a non-profit organization website, and a website of their choice.

Students in Healthful Living will research health disorders in order to create a blog. Students will collect information from their textbooks, library e-books, and websites. A teacher librarian will provide instruction for students on how to complete web searches using specific domain names (specifically .org).

In Biology students will use e-books, database articles, and websites to collect information on an assigned genetic disorder. In small groups, students will be assigned roles for research and collecting information. Groups will communicate their research on a wiki and must include a multi-media activity for students to review/learn information about the genetic disorder. Each student will complete a disorder handout using the information found on each group’s wiki page.

In a Forensics class, students will read a crime fiction novel that involves various forensics techniques learned in class. They will use an online graphic organizer (Mindmeister) to create a mind map that shows what they learned about forensics from class and from the novel.

**TECHNOLOGY AS A TOOL:**

Use technology and other resources for assigned tasks.

- Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

**RESEARCH PROCESS:**

Design project-based products that address global problems.

- Design global-awareness project-based products individually and collaboratively

**SAFETY AND ETHICAL ISSUES:**

Analyze issues and practices of responsible behavior when using resources.

- Analyze ethical issues and practices related to copyright, not plagiarizing, and netiquette.

**SAFETY AND ETHICAL ISSUES:**

Analyze issues and practices of responsible behavior when using resources.

- Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

A.P. Human Geography students will research an ethnic conflicts around the world and create wiki pages at what they considered a 7th grade level to teach middle school students about these conflicts. Students will be required to include information, citations, images, hyperlinks to quality sources, and an interactive game to help wiki-viewers review what they learned.

In Visual Arts, students will complete a pre-activity with a teacher librarian to select a global issue. Based on their research, students will write an editorial article. Using their content knowledge and research, students will create a propaganda poster using Picnik and Glogster. In the classroom, students will create a 3-D sculpture. At the end of the unit, students will record a podcast explaining how their artwork communicates the global issue. Members from the school community will complete a gallery/museum walk in the library.

Students in English 10 will use NoodleTools throughout the research process to be ethical researchers and avoid plagiarism. Using NoodleTools, students will record their essential question, create citations, take notes, organize an outline. Students will share their work with their teacher through NoodleTools and a paper copy of their Works Cited page.

At the beginning of the semester, students in Marketing will complete a Technology Tour with a teacher librarian. Students will explore at least 5 different technologies that they can use when creating products and presentations in class. The teacher librarian will provide instruction on setting up accounts using safe screen names and passwords, making ethical decisions, and consequences of "bad behavior" when on the internet.