

Grade 9

	Standard	Skills	Capacities	Subject Area & Assignments
Digital Citizenship	<p>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (ISTE 2a)</p> <p>-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. (ISTE 2b)</p>	<p>-understand the consequences of oversharing online</p> <p>-understand how you present yourself to the world online and offline</p> <p>-understand how information you post on the internet can affect your future opportunities</p> <p>-understand the risks and responsibilities when you share online in a relationship</p>	<p>Civic/social behavior</p> <p>Cultural/global competence</p>	Freshman Sem
Information Literacy	<p>-Ethically using a reproducing others' work</p> <p>-Acknowledging authorship and demonstrating respect for the intellectual property of others (AASL 6.B.1-2)</p>	<p>-define plagiarism</p> <p>-properly cite other's work</p>	Civic/social behavior	<p>Health- mental health research</p> <p>Eng. 9 students citing novel and making works cited page</p> <p>Social studies</p>
Literacy	Reading widely and deeply in multiple formats and write and create for a variety of purposes (AASL 5.A.1)	-independent reading	Self-direction and process monitoring	English--Independent Reading Projects

Grade 10

	Standard	Skills	Capacities	Subject Area & Assignments
Information Literacy	<p>Seeking a variety of sources; collecting information representing diverse perspectives, systematically questioning and assessing the validity and accuracy of information (AASL 4.B.1-3)</p> <p>Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources; integrating and depicting in a conceptual knowledge network their understanding gained from resources (AASL 4.D.1-2)</p> <p>Identifying possible source of information; making critical choices about information sources to use (AASL 4.A.2-3)</p> <p>1.B.1-3</p>	<p>- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively</p> <p>-assess the usefulness of each source in answering the research question</p>	<p>Critical Thinking</p> <p>Problem Solving</p>	<p>Eng. Semester 1- provided sources focus on synthesizing sources</p> <p>Eng. semester 2- selecting sources/credibility</p> <p>World History anthology WWI Q3 (sources provided)</p> <p>World History Q4 photo narrative (sources provided)</p>
Information Literacy	<p>Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (ISTE 3c)</p>	<p>-comment on and annotate sources using a variety of tools including digital annotation tools</p> <p>-create an annotated bibliography</p>	<p>Critical Thinking</p> <p>Creative and innovative thinking</p>	<p>Eng. Semester 1- provided sources focus on synthesizing sources</p> <p>Eng. semester 2- selecting sources/credibility, search terms</p>

Technology Integration	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. (ISTE 7d) (AASL 2.A.3, 3.A.1+3)	-students use a variety of media tools to investigate solutions to global issues with others	Cultural/Global Collaboration Problem solving	
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Grade 11

	Standard	Skills	Capacities	Subject Area & Assignments
Information Literacy	<p>Adopting a discerning stand toward points of view and opinions expressed in information resources and learning products (AASL 2.A.2)</p> <p>Engaging in sustained inquiry (AASL 1.D.2)</p> <p>Involving diverse perspectives in their own inquiry processes (AASL 3.C.2)</p> <p>AASL 5.A.2</p>	-evaluate the credibility of sources (CRAAP test) to support a claim	Critical Thinking Problem Solving	<p>Eng.- developing an argument from the sources (bias), developing a research questions</p> <p>English Q2 quality sources & detecting bias</p> <p>English Q4 opposing viewpoints</p>

Information Literacy	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (ISTE 3c) AASL 4.D.2	-synthesize information gathered from multiple sources in order to create new meaning or ideas	Critical Thinking	Human Rights: Nobel peace prize project speech--human rights (3-4 sources CP, 5-6 sources Honors) US History-sources provided
Technology Integration	Students publish or present content that customizes the message and medium for their intended audiences. (ISTE 6d) AASL 6.C.2	-students select and use media tools to publish or present their ideas based on their purpose and audience	Communication Self-direction and process monitoring Creative and innovative thinking	History day? AP US & American Studies only Health--poster assignment?

Grade 12

	Standard	Skills	Capacities	Subject Area &
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Information Literacy	<p>Adopting a discerning stand toward points of view and opinions expressed in information resources and learning products (AASL 2.A.2)</p> <p>Engaging in sustained inquiry (AASL 1.D.2)</p> <p>Involving diverse perspectives in their own inquiry process bes (AASL 3.C.2)</p> <p>AASL 5.A.2</p>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information</p> <p>Students choose appropriate tools to collect resources to make connections or draw conclusions.</p>	Critical Thinking	<p>Eng.- developing an argument from the sources (bias)</p> <p>Students conduct research and find credible sources to support their claims. They are also exposed to databases and depending on the assignment, are required to use the databases.</p> <p>Our 12th grade Uconn class has an info lit assignment and Pam usually comes in and does a presentation on some info lit skills (how to conduct searches, data mining, credible sources, easy bib/works cited page).</p>
Information Literacy	Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry	Critical Thinking Perseverance Self-direction and process monitoring Cultural/Global	SLAP

	<p>conclusions, and create new knowledge. (AASL 2.1.1)</p> <p>Disseminating new knowledge through means appropriate for the intended audience (AASL 6.C.2)</p> <p>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. (ISTE 3d)</p> <p>AASL 1.D.3 AASL 5.C1+3</p>	<p>when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		Senior Health
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Applied Digital Skills

Technology, Ethics, and Security

Technology's Role in Current Events

Plan and Budget (personal finance?)

Organize College Information in Google Sheets (ICC9?)

Use Google to Get a New Job (ICC9?)

Organize Files in Drive

Organize Group Projects in Google Sheets

Annotate Text in Google Docs

Build Healthy Digital Habits

Manage a Project with Digital Tools

Research and Writing

Effective Communications at Work (ICC9?)

Track your monthly expenses (personal finance?)

Prepare for your business plan (business courses?)