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**Unit: Grade 12**

### 1.1.3
Develop and refine a range of questions to frame the search for new understanding.
- Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, an historical purpose may require taking a position and defending it).
- Explore problems or questions for which there are multiple answers or no “best” answer.
- Review the initial information need to clarify, revise, or refine the questions. Read, view, and use fiction and nonfiction to enrich understanding of real-world concepts.
- Read, view, and use fiction and nonfiction to enrich understanding of real-world concepts.
- Derive multiple perspectives on the same themes by comparing across different works.
- Read widely to develop a global perspective and understand different cultural contexts.
- Read to support and challenge their own point of view.

### 4.1.2
Read widely and fluently to make connections with self, the world, and previous reading.
- Use OPAC, Reference Books, eBooks, etc. to find authoritative information.
- Use authoritative online sources found in subscription databases like Michigan eLibrary and REMC13.org
- Use KWL techniques to establish what you Know, what you Want to find out and how you will know when you have Learned the material.
- Use research processes strategies like Big 6 to define the problem and identify the information needed.
- Use websites like “What to read next?” to identify new books to read.

### 1.1.5
Evaluate information found in selected sources on the basis of accuracy, validity, importance, appropriateness for needs, and social and cultural context.
- Use subscription databases, OPAC, Reference Books, eBooks to find authoritative information.
- Use authoritative online sources found in subscription databases like Michigan eLibrary and REMC13.org.
- Use a evaluation template to determine the validity of websites found on the open web.
- Use multiple sources to verify facts.
- Use research processes strategies like Big 6 to determine all possible sources and select the best ones.

### 2.1.3
Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- Use graphic organizers like Inspiration or Free Mind to organize information.
- Use research processes strategies like Big 6 to find the relevant information within each source.

### 3.1.5
Connect learning to community issues.
- Use Media Specialist and teacher(s) will analyze responses to website evaluation tool.
- Use Media Specialist will conference with individual students on the correct use of copyright and acceptable use policies.
- Use Media Specialist will teach students to use multiple formats to find all sources possible.
- Use Media Specialist and teacher(s) will check that multiple sources were used to substantiate facts contained in project.
- Use Media Specialist observes student use of electronic and print sources for correct citation style.
### 3.1.6 Use information and technology ethically and responsibly.
- Demonstrate understanding for the process of copyrighting their own work.
- Analyze the consequences and costs of unethical use of information and communication technology (for example: hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks.
- Use programs and websites responsibly, efficiently, and ethically.
- Serve as a mentor for others who want to use information technology.

### 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- Create a system to organize the information.
- Analyze the structure and logic of supporting arguments or methods.
- Analyze information for prejudice, deception, or manipulation.
- Investigate different viewpoints encountered and determine whether and how to incorporate or reject these viewpoints.
- Compensate for the effect of point of view and bias by seeking alternative perspectives.
- Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning.
- Use details and language that show authority and knowledge of topic.
- Deliver a presentation to support a position on a specified topic and respond to questions from the audience.
- Present ideas and conclusions to audiences beyond the school. Create original products to reflect personal interpretations of information and construction of new knowledge using multiple formats.

### 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- Use graphic organizers like Inspiration or Free Mind to organize information.
- Use Power Point, Camtasia, Word, Animoto, Audacity, Windows Movie Maker, Blogs, Wikis, Facebook, Twitter, etc. to view, organize, create, display, share, or report information.
- Cite all sources used in correct format by using sites like Bibme, Citation Machine, etc.
- Use research processes strategies like Big 6 to organize information from multiple sources and present the information to others.

### 4.1.8 Use creative and artistic formats to express personal learning.
- Use a range of technology tools to produce sophisticated and creative renditions of personal learning.

### Assessment
- Media Specialist observes student use of electronic and print sources for correct citation style.
- Media Specialist will conference with individual students on the correct use of copyright and acceptable use policies.
- Media Specialist observes student use of electronic and print sources for correct citation style.
- Media Specialist will conference with individual students on the correct use of copyright and acceptable use policies.
- Media Specialist and teacher(s) will review student use of graphic organizers and KWL techniques.
- Media Specialist and teachers will conference with students to assess their application of KWL techniques prior to conducting research.
- Media Specialist will teach students to use multiple formats to find all sources possible.
- Media Specialist and teacher(s) will check that the best sources were used.
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<td>2.1.5</td>
<td>Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</td>
<td>• Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.</td>
<td>• Use programs like Google docs, Wikis, Blogspot, Facebook, Twitter, etc. to collaborate with others in the classroom and for personal knowledge.</td>
<td>• Media Specialist and teacher(s) will review student use of appropriate collaboration techniques.</td>
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<td>3.1.2</td>
<td>Participate and collaborate as members of a social and intellectual network of learners.</td>
<td>• Work with others to solve problems and make decisions on issues, topics, and themes being investigated.</td>
<td>• Use social networking sites, internet, digital media, pictures, graphics, safely and ethically.</td>
<td>• Media Specialist and teacher(s) will review student use of presentation techniques for appropriateness.</td>
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<td>4.1.7</td>
<td>Use social networks and information tools to gather and share information.</td>
<td>• Offer and defend information brought to group.</td>
<td>• Review acceptable use policies and abide by them.</td>
<td>• Media Specialist will conference with individual students on the correct use of copyright and acceptable use policies.</td>
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<td>• Seek consensus from a group, when appropriate, to achieve a stronger product.</td>
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<td>• Media Specialist and teacher(s) will collaborate on evaluation of final student product.</td>
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<td>• Help to organize and integrate contributions of all group members into products.</td>
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<td>• Media Specialist will collect and analyze data from teacher and student surveys.</td>
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<td>• Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences. Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.</td>
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