Just the Spark You Needed!

Belle Nelson: Library Media Specialist @ Edina High School

Sara Swenson: Library Media Specialist @ Bloomington Jefferson High School

E: bnelson3@bloomington.k12.mn.us, Twitter: @jeffersonmedia
E: sara.swenson@edinaschools.org, Twitter: @bookbagsara
Session URL: tinyurl.com/ltcspark
MN K-12 Academic Standards

#LTCSpark
MN and the Common Core

Common Core Standards 101
Common Core Goal: Creating...

“students who are college and career ready in reading, writing, speaking, viewing, listening, media literacy and language.”
Research Standards
Benchmark: Literature

STANDARD: 9.4.10.10 By the end of grade 9, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- a. Self-select texts for personal enjoyment, interest, and academic tasks.
- b. Read widely to understand multiple perspectives and pluralistic viewpoints.
STANDARD 9.4.2.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
## Benchmark: Informational Texts

Standard 11.5.7.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Integration of Knowledge and Ideas

| 9.5.7.7 | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| 11.5.7.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 9.5.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 11.5.8.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
### 9th Grade Gov't Service Project Help Form

Your username sarwesson@apps.edina.k12.mn.us will be remembered when you submit this form. Not sarwesson helps too.

* Required

**What is your name?**

First name Lastname

**Who is your government teacher?**

- [ ] Ms. Love
- [ ] Mr. Simpsons

**What hour do you have this class?**

- [ ] 1st A
- [ ] 1st C
- [ ] 2nd A
- [ ] 2nd C

**What is your question? What do you need help with?**

Submit

[Nonarcitc resource through Google Forms]
Class Research Pages

- Art
- Business
- FAQs
- Health and Phy Ed
- Language Arts
- 3.14
- Math
- Music
- Science
- Social Studies
- Special Ed
- Tech Ed
- World Languages

#LTCSpark
Family & Consumer Science

- Advanced Foods, Spice Project - O'Connell
- Advanced Foods, Super Foods Assignment
- Culinary, Cookie Contest - O'Connell
- Culinary, International Cuisine Project - O'Connell
- Culinary, Menu Project - O'Connell
- Fashion, Designers - O'Connell
- Fashion, History of Fashion Standard - O'Connell
- Interior Design, Housing Styles - O'Connell
- PALS, Multiple Intelligences - O'Connell
- PALS, Teaching Reading - O'Connell

History of Fashion

RESOURCES

**Images and Information**
- 19th Century Fashion Plates
- American Cultural History: By the Decade
- BBC Fashion's Shocking Styles
- Costume Gallery
- Costume's Manifesto
- Fashion Era
- Fashions of the Ages
- Head Over Heels: History of Shoes
- History Box: 20th Century Fashion
- Le Couturier Parisienne
- LIFE Photo Archive
- Shmoop: History of American Fashion
- UK Design Council: A History of Fashion
- Vintage Fashion Club

**Print Sources**

The *American Decades* collection located on the book cart highlights the major events and individuals of a decade.

**Online Reference**

Click on the cover above to access the e-reference book and search for fashion topics.

**General U.S. History**

(social, political, economic or technical events)
- American Cultural History
- American Memory: Library of Congress (digital archive of photos, letters, historic artifacts of the time)
- Biography of America
- Digital History
- History Central

#LTCSpark
Creating Graphs-Bolyard

Instructions on how to create a chart/graph using a Google Spreadsheet using the data you gather in class.

Creating Charts

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>2</td>
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<td>10</td>
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<td>15</td>
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<tr>
<td>12</td>
<td>6</td>
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</tbody>
</table>

Highlight the data you entered, including column headings.
Benchmark: Writing

Standard: 11.9.5.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
English Ethnography Sample

English 12 P5
29 January 2013

Acts of Kindness

Most people would agree that one of the nicest feelings in the world is to sit down in a comfortable room with nice people around, and be able to feel at home without actually being at home. That is the goal of Caribou Coffee, to make their customers feel comfortable and at home.
Benchmark: Writing

Standard 11.7.8.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LTC Session: tinyurl.com/trails9
<table>
<thead>
<tr>
<th>Topic Covered</th>
<th>(2) Pre-Test</th>
<th>(2) Post-Test</th>
<th>(3) Pre-Test</th>
<th>(3) Post-Test</th>
<th>(4) Pre-Test</th>
<th>(4) Post-Test</th>
<th>(6) Pre-Test</th>
<th>(6) Post-Test</th>
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<td>57</td>
<td>66.7</td>
<td>48</td>
<td>58.3</td>
<td>31</td>
<td>73.9</td>
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<tr>
<td>12.3 MLA style</td>
<td>14</td>
<td>15.4</td>
<td>33</td>
<td>20.8</td>
<td>26</td>
<td>19</td>
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<td>30.4</td>
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<td>12.4 Plagiarism/Ethics</td>
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<td>84.6</td>
<td>5</td>
<td>75</td>
<td>39</td>
<td>41.7</td>
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<td>76.9</td>
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<td>70.8</td>
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<td>82.6</td>
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<td>12.6 Common Knowledge</td>
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<td>73.1</td>
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<tr>
<td>12.8 Paraphrasing</td>
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<td>57.7</td>
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<td>62.5</td>
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<td>29.2</td>
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<td>26.9</td>
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<td>8.3</td>
<td>9</td>
<td>10</td>
<td>15</td>
<td>17.4</td>
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<td>12.10 Intellectual Property</td>
<td>33</td>
<td>53.8</td>
<td>10</td>
<td>33.3</td>
<td>35</td>
<td>50</td>
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<td>69.6</td>
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<td>Class Average % Correct</td>
<td>31.50%</td>
<td>61.1</td>
<td>25.33%</td>
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<td>37.22%</td>
<td>41.21</td>
<td>34.56%</td>
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<td>94% increase</td>
<td>&gt; 123% increase</td>
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<td>71% increase</td>
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<td>Note: #7 answer deemed incorrect; left out of results</td>
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Benchmark: Speaking, Viewing, Listening and Media Literacy

Standard: 11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).

a. Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.

b. Publish the work and share with an audience.
### Media Literacy

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>9.9.7.7</td>
<td>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</td>
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<tr>
<td>a.</td>
<td>Evaluate the content and effect of persuasive techniques used in different mass media.</td>
<td>a.</td>
<td>Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.</td>
</tr>
<tr>
<td>b.</td>
<td>Synthesize information and recognize categories, trends, and themes across multiple sources.</td>
<td>b.</td>
<td>Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</td>
<td>c.</td>
<td>Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.</td>
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<td>d.</td>
<td>Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</td>
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### 9.9.8.8

As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)

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### 11.9.8.8

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Gatsby's Frantic Run in the Rain to Meet Daisy at Nick's Cottage
In spite of everything, the spirit of revolution was still in the air. There were some opposition demonstrations.

Tomorrow there's going to be a meeting against fundamentalism. I'm coming, too!

No! It's too dangerous. She's coming too.

They took from us our papers, our clothes and our hair.

Pssst, wh-what's going to happen to us?

(Don't worry)

We were cold, and we were afraid.
Went really fast, so we had to wait a while for my dad to come.

We waited...

We started talking about the most random things.

Vegetarianism...

Starving kids in Africa.

Gay marriage...

Terrorism...

And a most pressing matter... Facebook overuse!
After seeing a few rounds of results...
I'm definitely her appendix. Good thing you caught it right away. We'll bring her into surgery now.

When I was in kindergarten, on 9/11/2011, the Twin Towers went down.

I was astonished. I never thought something as simple as Facebook could be dangerous.

If so many people realize this, why is there nothing being done about it?

I had no idea what was going on!

WHY DID THIS HAPPEN, MOM?
Benchmark: Literacy in History/Social Studies

Standard: 11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.12.7.7  Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.</td>
<td>9.12.7.7 Integrate quantitative or technical analysis (e.g., charts, maps, research data) with qualitative analysis in print or digital text.</td>
<td>11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>6.12.8.8  Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>9.12.8.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</td>
<td>11.12.8.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>6.12.9.9  Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>9.12.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.</td>
<td>11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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History Day

Ask questions, challenge thinking, and propose conclusions.
Five Sites We (and our students) Can’t Live Without Right Now
Works Cited


