

Interweaving Community, Culture, and Collaboration through Common Core



Indian Education Summit 2012
South Dakota State Library





Essential Question

SCHOOL LIBRARY CONTENT STANDARDS

South Dakota 2010



Adopted by the South Dakota Board of Education, July 2011
Adopted by the South Dakota State Library Board, April 2011
Endorsed by the South Dakota Library Association, January 2011



<http://library.sd.gov>



<http://doe.sd.gov>

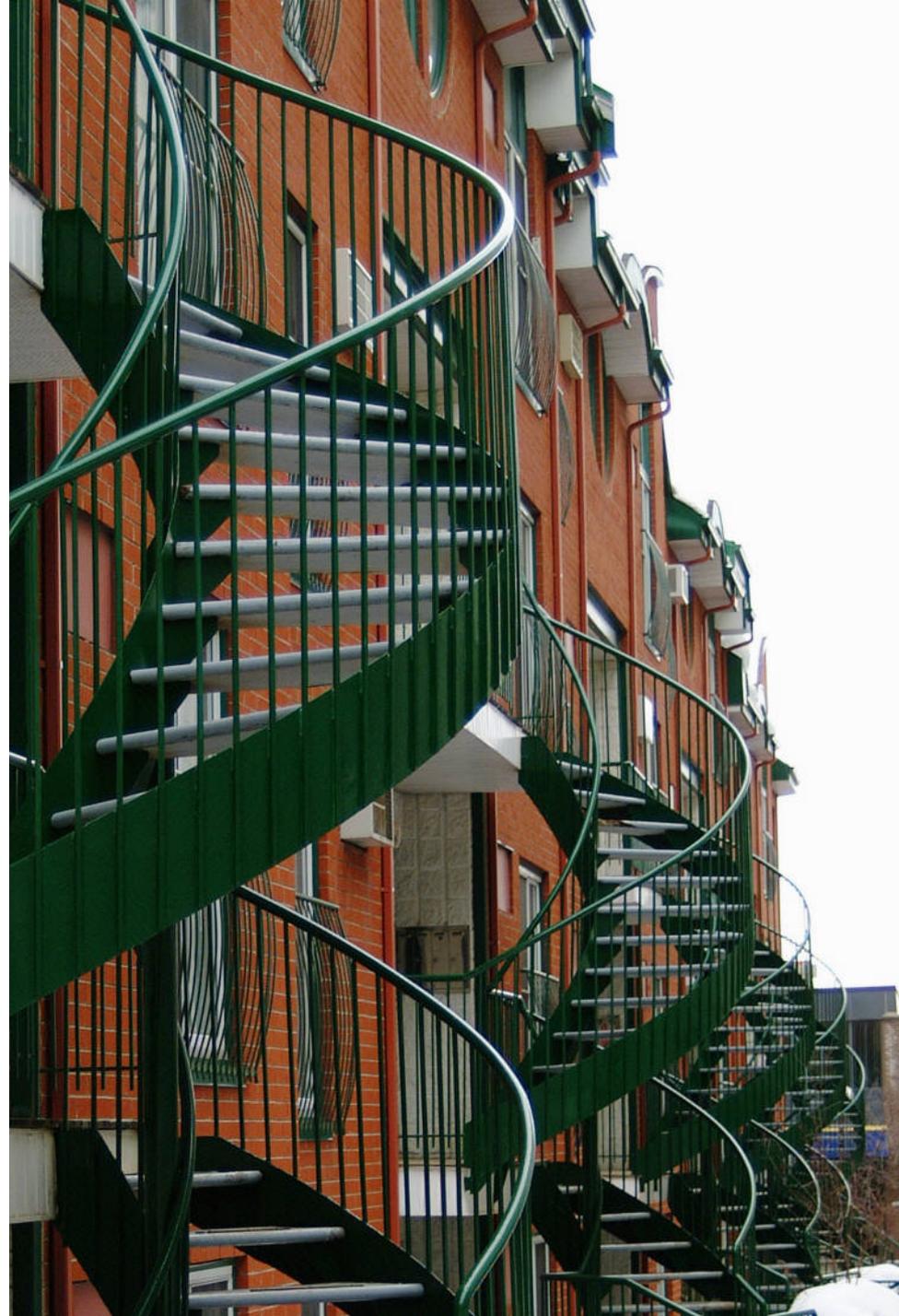
South Dakota School Library Standards

Strands of Proficiency:

Inquiry and Problem Solving

Multiple Literacies

Ethical Participation



Common Core State Standards



Anchor Standards

Reading:

Text complexity and the growth of comprehension

Writing:

Text types, responding to reading, and research

Speaking and Listening:

Flexible communication and collaboration

Language:

Conventions, effective use, and vocabulary



Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Students Who are College and Career Ready in
Reading, Writing, Speaking, Listening, and Language...

demonstrate **independence**.

build strong **content** knowledge.

respond to the varying demands of audience, **task, purpose**, and discipline.

comprehend as well as **critique**.

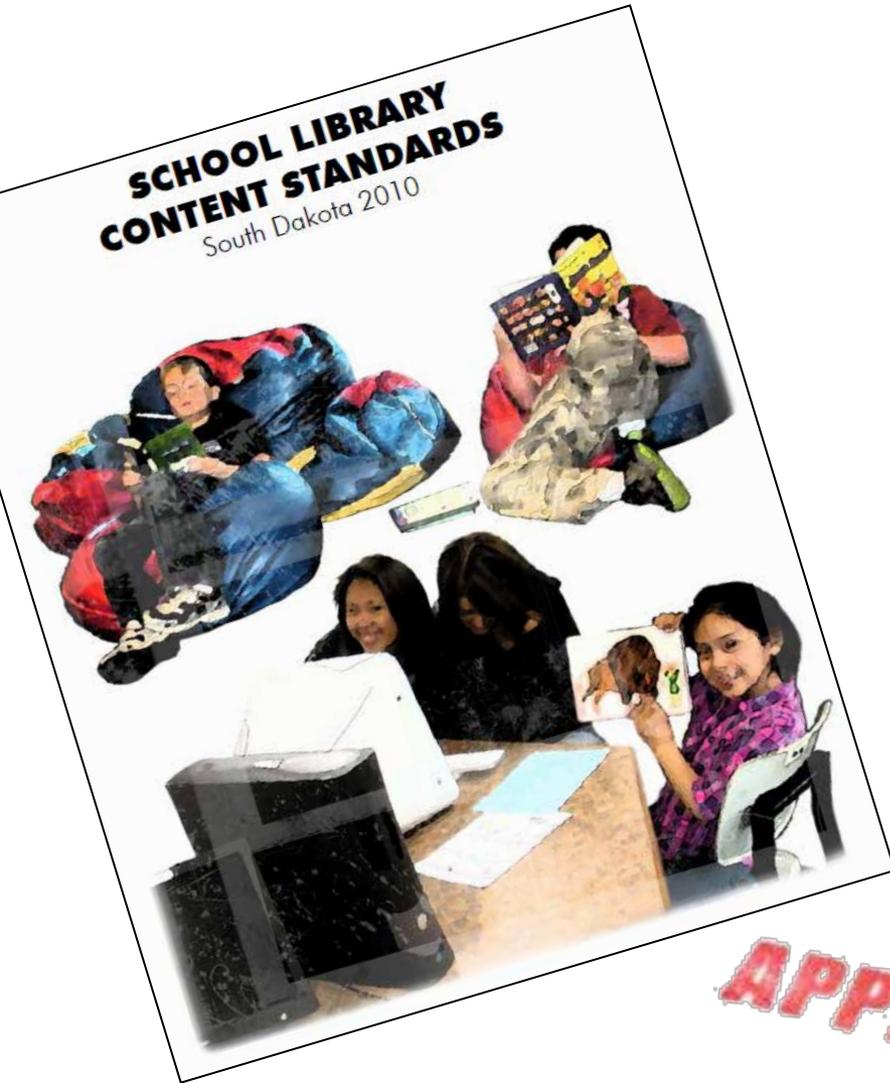
value evidence.

use technology and **digital media** strategically and capably.

come to understand other **perspectives** and **cultures**.



It's all about...



The 4th R



Inquiry and Problem Solving

Standard 1:

The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.



CCR Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Writing... Let the help you:

Research to
Build and
Present
Knowledge

W1-5: Teach
them to
write, then:

W7 –
Conduct
short
research
projects to
answer a
question

W6—Using
technology,
interact and
collaborate

W8 – Gather
information, assess
the credibility—
quote or paraphrase

W10: Do it
again!

W9—Draw
evidence
from text,
support
your
analysis
and
research

W8—Avoid
plagiarism
and
provide
citations



- Task Definition
- Information Seeking Strategies
 - Location and Access
 - Information Use
 - Synthesis
 - Evaluation

Super3



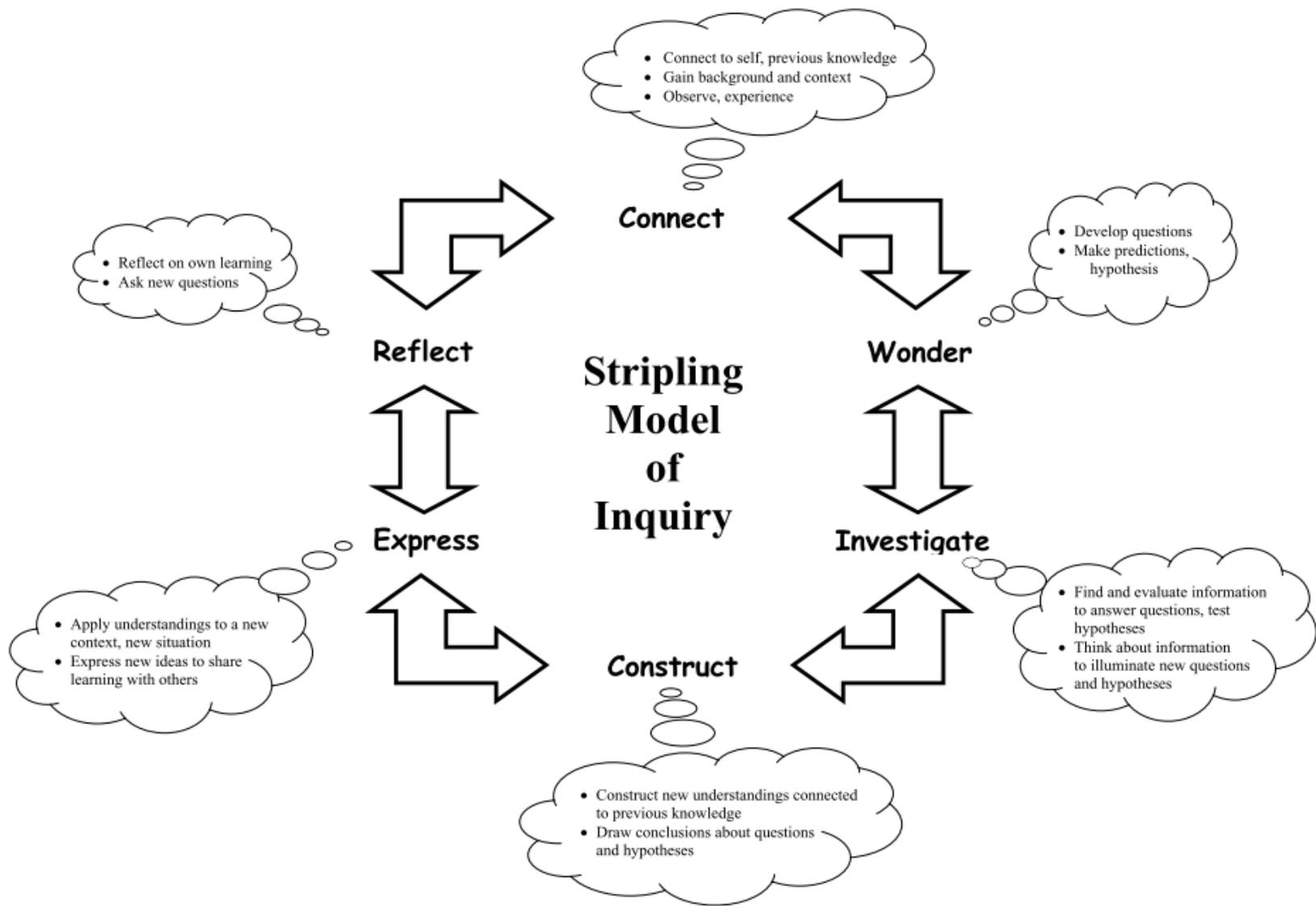
plan

do



review







"Ban Those Bird Units"

The CCSS require students to more than just "find facts" and report on them. They need to determine why those facts are important -- and why they should care. That is what fosters the "relevance" in the CCSS.

(Paige Jaeger, Library Door blog, June 8, 2012)

Closed Questions

quick facts

who, what, where

lower level
thinking

stop



Open Questions

more than one or
no answer

how, why

higher level
thinking

go on to more



TWILIGHT LEXICON



“...the brightest star in
the Twilight online
universe...”
- Stephenie Meyer ”



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The Quileuete Nation Seeks Tsunami Legislation And Needs Your Help

MARCH 23, 2011 BY [TWILIGHT_NEWS](#) • 9 COMMENTS

The first time we went to La Push the one thing that struck us were all the tsunami escape route signs that you see. We often think of Tsunamis as something affecting Asia, but they are a very real danger to those living on the Pacific Coast. Residents in California experienced destruction of property from the recent Tsunami as seen in [this video](#). Imagine what would have happened if the quake was in North America and people didn't have hours to prepare, and the relatively insignificant destruction of property was instead lost human life. In fact, in the year 1700 there was a major quake in the Canadian/US border(estimated 8.0) resulting in a Tsunami that caused mass destruction across the Pacific.

Missouri River historian, author to speak here October 2

How flooding affected Sioux tribes

Published: Wednesday, August 29, 2012 5:46 PM CDT

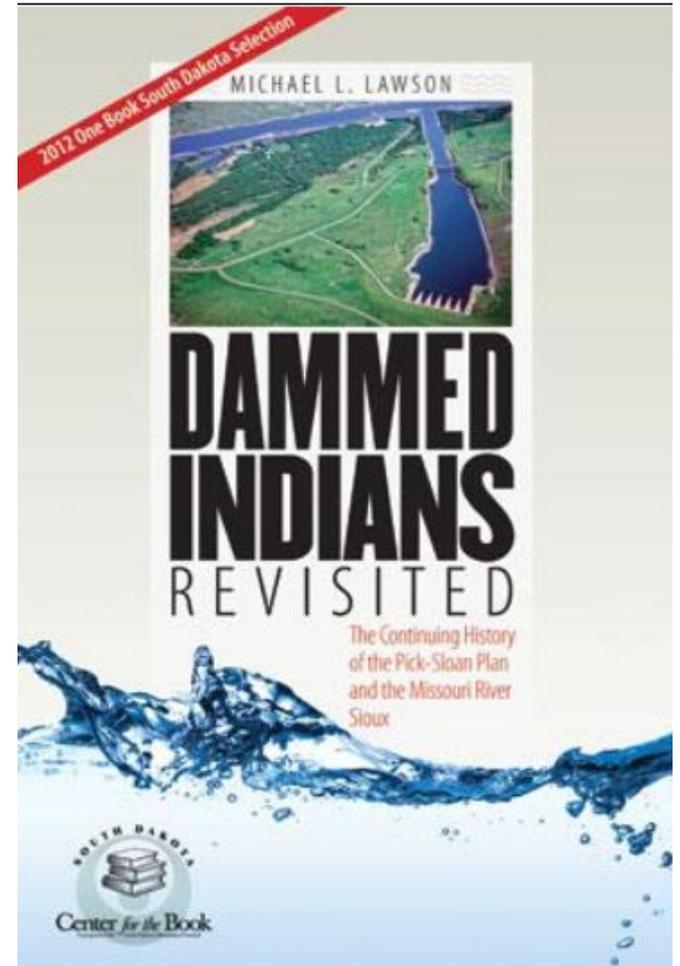
Historian Michael L. Lawson will discuss his book, *Dammed Indians Revisited: The Continuing History of the Pick-Sloan Plan and the Missouri River Sioux*, at Timber Lake on Tuesday, October 2.

The book was published by the South Dakota State Historical Society Press in 2010.

Hosted by the Timber Lake and Area Historical Society, Lawson's visit is sponsored by the S.D. Humanities Council and the South Dakota Center for the Book. The book was chosen as the featured selection for their 2012 One Book South Dakota Program.

The publication is a revised edition of *Dammed Indians*, published in 1982, which described the impact of the dams constructed on the Missouri River by the US Army Corps of Engineers on seven of the Sioux tribes.

(Timber Lake Topic, online edition)



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the Written
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[Leticia Britos Cavagnaro](#)

02 May 2012



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— *Discovery Education*

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Welcome to **Kathy Schrock's Guide to Everything!**

This page will serve as the portal page to many of my technology resource support sites.
Use the navigation bar on the left to view the pages.

Educational Video of the Month
September 2012



Mark Zuckerberg

Before Facebook

Photo courtesy of Facebook
http://img.scoop.intel.com/2008/jan_2008/ze_kid_guy/ze_kid_guy_02.jpg

- © Born: May 14, 1984, Dobbs Ferry, NY
- © Wrote own computer programs by 6th grade
- © Created ZuckNet, a home network for his family.
- © Philips Exeter senior project: Synapse Media Player
- © Troubles at Harvard: Unlawful access to university computer system to create:
 - Coursematch: Listed students enrolled in classes on campus
 - Facemash: Users could rate the attractiveness of other Harvard students

Andrew Eisen <http://www.flickr.com/photos/121979282605/5335627804>



On Privacy

Zuckerberg at the 2010 Crunchie Awards
"People have got more comfortable sharing more information with more people. And that social norm has evolved over time."

Facebook changed its privacy controls in 2009 so the user's city, profile picture and names of friends were set to public, unless the user figured out how to change them back to private. In May 2010, more personal profile information is made public, such as education, musical tastes and employment.

Facebook is free, but it is paid for by advertisers, who have access to personal information that users provide when they share.

"The thing that I really care about is making the world more open and connected."
Quoted from Time, December 27, 2010



Robert Scoble <http://www.flickr.com/photos/scobleizer/507325448/>

Evolution of Facebook

- © February 2004 Facebook (thefacebook.com) is founded by Zuckerberg at Harvard
- © April 2004 Zuckerberg creates similar sites at Yale, Stanford and Columbia.
- © June 2004 Zuckerberg leaves school, moving Facebook to Palo Alto, CA
- © 2005 Facebook is opened to high school students.
- © 2006 Facebook lowers age requirement to 13.
- © 2006 News Feed introduced
- © November 2007 Beacon introduced and taken down within a month because it allowed others to see the buying habits of users.
- © November 2010 The Social Network is released.
- © December 2010 Zuckerberg is named Person of the Year by Time.

What is your
PRIVACY worth?
\$



Eugene Bershteyn <http://www.flickr.com/photos/bersteyn/5305101942/>

Information Sources

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By Sarah Wheaton, Flickr

Diigo List: IES Session 2012

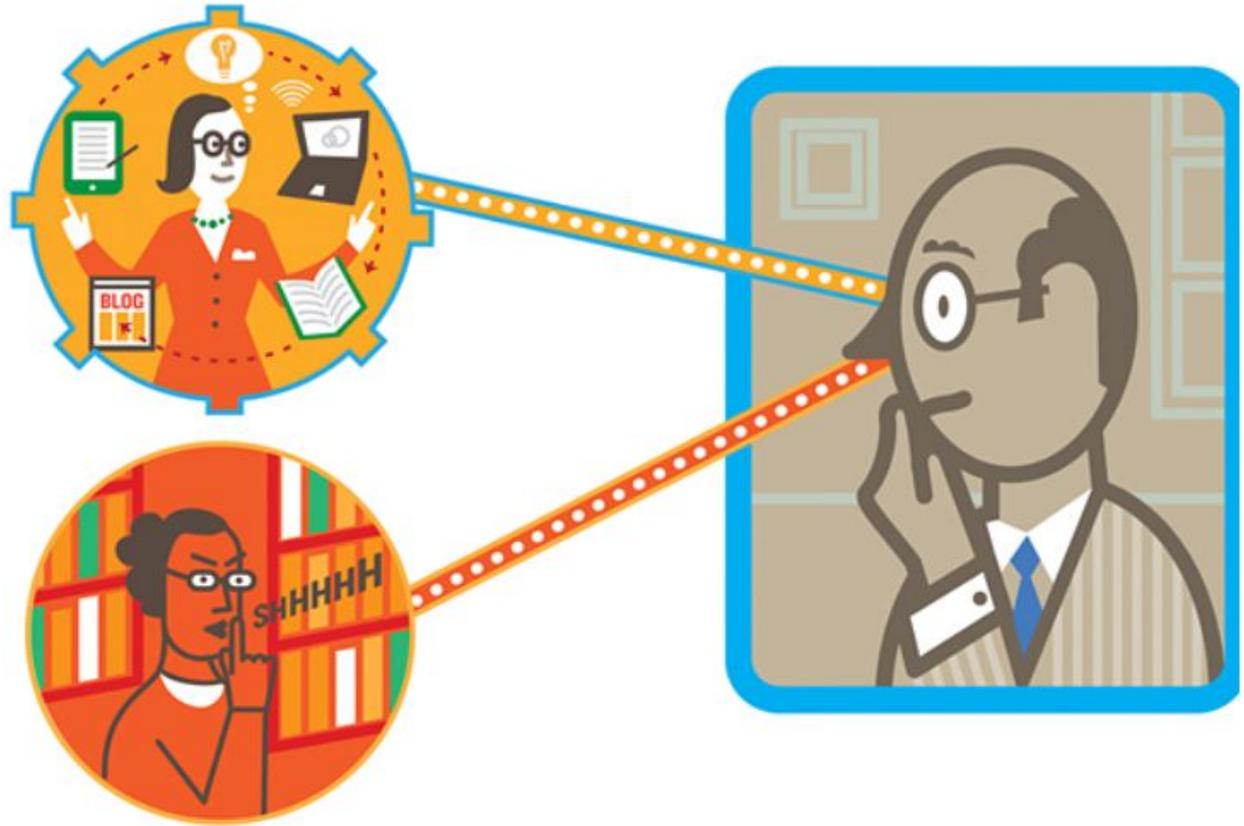


Illustration by David Flaherty

School Library Journal, September 2012

<http://www.diigo.com/list/joanupell/ies-session-2012>



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