

KANE AREA SCHOOL DISTRICT



Library Science Curriculum K-12

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Prepared 2024

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Library and Information Science K-2

Statement of Organization:

This course is designed to introduce children in the primary grades, kindergarten through second grade, to the library media center.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement, a grade of S or above, in library class.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Teacher observation
- Classroom activities
- Checklists
- Demonstrations
- Self-evaluation
- Teacher-student interviews

Estimated Instructional Time:

The Library and Information Science K-2 Curriculum is provided to students for a minimum of twenty-five (25), forty (40) minute periods during each school year.

Technology Integration:

In addition to print resources, students will use technology, including iPads and computers, during instructional time.

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Inquire: Identifying and Using Text Features	How do text features help the reader interpret information?	Identifying Text Features	Locate and identify parts of book (i.e. front cover, back cover, spine, title page)	Cover Spine	ELA CC.1.2.E
Curate: Evaluating Information Sources	How do learners select and organize information for a variety of audiences?	Evaluating Diverse Media	Describe relationships and key ideas between illustrations and text. Explain how illustrations contribute to and clarify the meaning of the text	Illustration	ELA CC.1.2.G
Explore: Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts	How do learners develop and satisfy personal curiosity?	Selecting Informational Texts & Literary Nonfiction	Engage in listening to and/or reading literary nonfiction with the purpose of understanding. Independently select literary nonfiction on grade level	Nonfiction	ELA CC.1.2.L
Inquire: Identifying and Using Text Features	What roles do the author, illustrator, and publisher take in the process of making a book?	Identifying Author, Illustrator Roles, and Publisher Roles	Locate & define author and illustrator names on and inside of books.	Author Illustrator Publisher	ELA CC.1.3.D
Curate: Identifying Fiction & Nonfiction	How do learners gather information appropriate to the task?	Explaining Different Types of Text	Understand and explain the difference between fiction and nonfiction texts	Fiction Nonfiction	ELA CC.1.3.E
Inquire: Identifying Story Elements	How do learners engage and create meaning from information and text?	Identifying Literary Elements	Identify and explain characters, setting, and plot when reading as a class and independent reading	Character Setting Plot	ELA CC.1.3.G
Explore: Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts	How do learners read widely and deeply in multiple formats and create for a variety of purposes?	Selecting Literary Fiction	Select grade-level appropriate books from various genres	Genre	ELA CC.1.3.K
Curate: Selecting Information for Use in Research and Inquiry Processes	How does interaction with text provoke thinking and response?	Research Process: Developing Research Topic	Choose topic for research with support	Topic	ELA CC.1.4.V

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Curate: Using & Synthesizing Information	How does using a graphic organizer help unite thoughts and ideas?	Research Process: Note-taking Strategies	Using graphic organizers to take notes on research topics from materials selected by instructor	Graphic Organizer	ELA CC.1.4.C
Inquire: Summarizing Main Ideas & Details	How do active listeners make meaning out of what they hear?	Describing Key Ideas and Details	Confirm understanding of text read aloud by answering questions about key details.	Main Idea	ELA CC.1.5.B
Curate: Selecting Information to Use in Research and Inquiry Processes	How does a reader look for/find appropriate resources for research?	Research Process: Effective Inquiry	Partake in individual or shared research	Research	ELA CC.1.4.V
Include: Examining Perspectives and Points of View	How do learners gain perspective, recognize, and represent diverse points of view?	Recalling Information	Use past information and experiences to aide in understanding or literary materials	Point of View	ELA CC.1.4.W
Engage: Demonstrating Etiquette in Using Technology	What is the appropriate way to handle books?	Book Handling Skills	Demonstrate and practice proper book handling	Book Handling	ELA CC.1.1.A
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?	Demonstrating Technology Etiquette & Safety	Demonstrate proper technology and Internet etiquette	Etiquette Netiquette	BCIT CC.15.3.M
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?	Behaving as a Digital Citizen	Demonstrate proper care of technology equipment	Digital Citizen	BCIT CC.15.4.B

Library and Information Science 3-5

Statement of Organization:

This course is designed to introduce children in the primary grades, third through fifth grade, to the library media center.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement, a grade of S or above, in library class.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Teacher observation
- Classroom activities
- Checklists
- Demonstrations
- Self-evaluation
- Teacher-student interviews

Estimated Instructional Time:

The Library and Information Science 3-5 Curriculum is provided to students for a minimum of twenty-five (25), forty-five (45) minute periods during each school year.

Technology Integration:

In addition to print resources, students will use technology, including iPads and computers, during instructional time.

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Include: Examining Perspectives and Points of View	How do learners gain perspective, recognize, and represent diverse points of view?	Determining Author's Point of View	Identifying information about author to explain point of view.	Point-of-view	ELA CC.1.2.D
Inquire: Identifying and Using Text Features	How do text features help the reader interpret information?	Identifying Text Features	Use text features and search tools to locate and interpret information in print and digital sources.	Text Features	ELA CC.1.2.E
Curate: Evaluating Information Sources	How do learners select and organize information for a variety of audiences?	Evaluating Diverse Media	Interpret information from a text feature.	Text Features	ELA CC.1.2.G
Inquire: Identifying and Using Text Features	What roles do the author, illustrator, and publisher take in the process of making a book?	Identifying Author, Illustrator, and Publisher Roles	Independently use library catalog to locate non-fiction and informational texts.	Non-fiction	ELA CC.1.2.L
Explore: Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts	How do you determine a book's reading level?	Selecting Literary Fiction	Independently select and locate grade-level-appropriate fiction.	Book Level	ELA CC.1.3.K
Inquire: Drawing Evidence from Literature & Nonfiction	How do learners engage with and create meaning from information and text?	Evaluating Sources	Evaluate sources for credibility, relevance, bias, accuracy, and currency.	Credibility Relevance Bias Accuracy Currency	ELA CC.1.4.I BCIT CC.15.3.L BCIT CC.15.3.E
Curate: Using & Synthesizing Information	How do learners gather information appropriate to the task?	Research Process: Note-taking Strategies	Draw evidence from text and use grade-level-appropriate note-taking skills.	Graphic Organizer	ELA CC.1.4.S ELA CC.1.4.W BCIT CC.15.3.I
Inquire: Summarizing Main Ideas & Details	How do learners engage with and create meaning	Identifying Main Ideas	Identify main ideas and supporting details of text when read aloud.	Main Idea	ELA CC.1.5.B

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
	from information and text?				
Inquire: Drawing Evidence from Literature & Nonfiction	How do learners engage with and create meaning from information and text?	Drawing Evidence from Text	Identify a wide range of diverse literary texts that are grade-level-appropriate.	Textual Evidence	ELA CC.1.4.S
Inquire: Using Information for Research & Inquiry Processes	How do learners participate in an inquire-based process?	Research Process: Effective Inquiry	Conduct short research projects.	Resources Research	ELA CC.1.4.V
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?	Behaving as a Digital Citizen	Apply proper etiquette when using technology.		BCIT CC.15.3.M
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?	Using Digital Media	Explain the importance of safe, legal and responsible use of technology. .		BCIT CC.15.4.B BCIT CC.15.3.T

Library and Information Science 6-8

Statement of Organization:

This course is designed to introduce children in the middle grades, sixth grade through eighth grade, to the library media center.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement as determined by their classroom teacher.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Teacher observation
- Classroom activities

Estimated Instructional Time:

The Library and Information Science 6-8 Curriculum is provided to students within their classrooms and the amount of time is determined by classroom teachers.

Technology Integration:

In addition to print resources, students will use technology, such as Chromebooks and desktop computers, while in the library.

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Include: Examining Perspectives and Points of View	How do learners gain perspective, recognize, and represent diverse points of view?	Determining Author's Point of View	Identifying information about author to explain point of view.	Point-of-view	ELA CC.1.2.D
Curate: Evaluating Information Sources	How do learners select and organize information for a variety of audiences?	Evaluating Diverse Media	Evaluate information from various mediums to help further understand a topic or issue.	Topic	ELA CC.1.2.G
Explore: Selecting and Reading Literary Fiction, Nonfiction, & Informational texts	How do learners read widely and deeply in multiple formats and create for a variety of purposes?	Selecting Informational Texts & Literary Non-Fiction	Locate and select independently literary nonfiction and informational texts on grade level.	Non-Fiction	ELA CC.1.2.L S CC.3.I SS&H CC.8.5.1
Inquire: Using Information for Research & Inquiry Process	How do learners participate in an inquiry-based process?	Drawing Evidence: Primary & Secondary Sources	Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between these sources.	Primary Source Secondary Source	S CC.3.5.A SS&H CC.8.5.A SS&H CC.8.5.I
Explore: Selecting and Reading Literary Fiction, Nonfiction, & Informational texts	How do learners read widely and deeply in multiple formats and create for a variety of purposes?	Selecting Literary Fiction	Independently, select grade-level-appropriate literary fiction in a variety of genres.	Genre	ELA CC.1.3.K
Inquire: Drawing Evidence from Literature & Nonfiction	How do learners engage with and create meaning from information and text?	Evaluating Sources	Evaluate sources for credibility, relevance, bias, accuracy, and currency.	Credibility Relevance Bias Accuracy Currency	ELA CC.1.4.1.I SCC.3.6.G SS&H.CC.8.6 .G BCIT.15.3.E

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
					BCIT.15.4.L
Inquire: Integrating Diverse Media	How do learners engage with and create meaning from information and text?	Integrating Diverse Media	Integrate information from various mediums to understand a topic or issue.	Print Digital E-book Reference Periodical Website	S CC.3.5.G SS&H CC.8.5.G BCIT 15.3.E
Curate: Evaluating Information Sources	How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information?	Evaluating Arguments	Evaluate text based on author's claim and relevant evidence.	Author's Claim Bias	ELA CC.1.2.D S CC.3.5.H SS&H CC.8.5.H
Inquire: Constructing Questions for Research & Inquiry	How do learners participate in an inquiry-based process?	Research Process: Developing Research Topic Question(s)	Develop a focused research question, sub-question, and topic on grade level.	Research Question Sub- question Topic	ELA CC.1.4.V S CC.3.6.F SS&H CC.8.6.F BCIT 15.3.C
Curate: Evaluating Information Sources	How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information?	Research Process: Accessing, Identifying and Evaluating Resources	Gather and evaluate information from print and digital media using proper search terms and credible sources on grade level.	Credible	S CC.3.6.G SS&H CC.8.6.G BCIT 15.3.I
Curate: Using and Synthesizing Information	How do learners select and organize information for a variety of audiences?	Research Process: Synthesizing Information	Use informational sources to draw conclusions, quote, paraphrase, and site sources using bibliographic format on grade level.	Paraphrase Bibliograph ic Format	ELA CC.1.4.S ELA CC.1.4.W BCIT 15.3.I BCIT 14.4.L
Curate: Evaluating Information Sources	How do learners gather information appropriate to task?	Evaluating, Analyzing & Integrating Information	Research, analyze, and interpret information from different media formats on grade level.	Analyze	ELA CC.1.5.C

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Engage: Creating Multimedia to Demonstrate Learning	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?	Preparing Multimedia Presentations	Integrate multimedia components into presentations to clarify research.	Multimedia	ELA CC.1.5.F
Inquire: Drawing Evidence from Literature & Nonfiction	How do learners engage with and create meaning from information and text?	Drawing Evidence from Text	Draw evidence from text to answer information needed from various fiction and non-fiction sources on grade level.	Fiction Non-fiction	ELA CC.1.4.S
Inquire: Using Information for Research & Inquiry Processes	How do learners participate in an inquiry-based process?	Research Process: Effective Inquiry	Conduct short research projects.	Inquiry	ELA CC.1.4.V
Curate: Evaluating Information Sources	How do learners gather information appropriate to task?	Research Process: Evaluating Sources	Using credible sources, gather information and evaluate print and digital media on grade level.	Credible	ELA CC.1.4.W S CC.3.6.G SS&H CC.8.6.G BCIT 15.3.E
Engage: Using Information & Technology Safely & Responsibly	How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?	Using Information Ethically & Responsibility	Cite sources using bibliographic format and use quotes and paraphrasing without plagiarizing.	Plagiarism	S CC.3.6.G SS&H CC.8.6.G
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating, and sharing information, technology, and media?	Demonstrating Technology Etiquette & Safety	Demonstrate proper etiquette when networking online and face-to-face while demonstrating safe, legal, and responsible use of information and technology.	Etiquette Netiquette	BCIT 15.3.M BCIT 15.3.W

Big Idea (Objectives)	Essential Questions	Concepts	Competencies	Vocabulary	Standard
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating, and sharing information, technology, and media?	Behaving as a Digital Citizen	Apply appropriate social, legal, ethical, and safe behaviors in all online and digital situations.	Etiquette Digital Citizen	BCIT 15.3.T BCIT 15.4.B
Engage: Demonstrating Etiquette in Using Technology	How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating, and sharing information, technology, and media?	Using Digital Media	Practice Fair Education Use when selecting and utilizing digital media.	Etiquette Digital Media	BCIT 15.4.K

Library and Information Science 9-12

Statement of Organization:

This course is designed to introduce students in the high school, ninth grade through twelfth grade, to the library media center.

Expected Levels of Achievement:

Students are expected to reach a satisfactory level of achievement as determined by their classroom teacher.

Methods of Evaluation:

Student competence will be assessed using one or more of the following methods:

- Teacher observation
- Classroom activities
- Essays

Estimated Instructional Time:

The Library and Information Science 9-12 Curriculum is provided to students within their classrooms and the amount of time is determined by classroom teachers.

Technology Integration:

In addition to print resources, students will use technology, such as Chromebooks, the SMART Board, databases, online catalogs, and websites, while in the library or while using the curriculum.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems	Constructing questions for research and inquiry	Narrow a self-generated, broad research question.	inquiry database reference credibility accuracy bias relevance citation claim analyze evaluate	ELA 1.4.V S 3.6.F SS&H 8.6.F CEW 13.2.B BCIT 15.3.C AASL I.A.1, I.D.2, II.D.2, IV.A ISTE 1a, 3a
	Using information in research and inquiry processes	Use specific textual evidence from primary and secondary sources.		S 3.5.A SS&H 8.5.A AASL I.B
	Drawing evidence from literature and nonfiction	Draw supporting evidence from literature or nonfiction to make a point or express a personal opinion.		ELA 1.4.S, 1.4.V S 3.6.F SS&H 8.6.F CEW 13.1.11.F BCIT 15.3.C AASL I.A, I.B.1, IV.B, V.A, VI.D ISTE 3b, 3d
	Applying strategies to create meaning in literary fiction	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.		ELA 1.3.K AASL I
	Integrating diverse media	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.		ELA 1.5.F AASL I.B, IV.A.3, VI.A, VI.C ISTE 3c, 6
Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Examining perspectives and points of view	Compare and make connections among several points of view about the same issue, evaluating the strengths and weaknesses of arguments.	claim relevance credibility claim	ELA 1.2.H, 1.4.V S 3.6.F SS&H 8.6.F CEW 13.1.F, 13.2.B

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
			relevance credibility database periodical reference	BCIT 15.3.C AASL I.A, I.B, II.B, II.D.2, IV.A.3, IV.B, IV.D.1 ISTE 3b, 3c, 3d
	Examining perspectives and points of view	Acknowledge controversy by using a variety of sources and incorporating opposing claims or differing viewpoints to present an argument.		ELA 1.4.I SS&H 8.6.G, 8.6.H AASL II.A, II.B, IV.B, V.A ISTE 3d, 7a
	Examining perspectives and points of view	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.		ELA 1.4.S AASL I.A.1, I.B.1, II.A.3, II.D.3 ISTE 3d, 4a, 5b
	Developing social problem-solving skills	Explain how you situate yourself in a diverse community.		CRSC B AASL II.C, II.D
	Developing social problem-solving skills	Evaluate strategies to prevent and resolve conflicts.		CRSC B AASL II.C.2
	Developing social problem-solving skills	Evaluate how societal conventions may influence the perspectives of individuals.		CRSC C II.B.1, II.C
Collaborate: Learners work effectively with others to broaden perspective and work toward common goals.	Engaging in a learning community	Engage actively in a learning group by establishing connections with other learners to build on prior knowledge and create new knowledge.	database genre abbreviations Dewey Decimal System	AASL III ISTE 1b
	Engaging in a learning community	Solicit and respond to feedback from others.		AASL III ISTE 1c
	Engaging in a learning community	Include diverse perspectives in the inquiry process.		AASL III ISTE 7a, 7b, 7d
	Engaging in a learning community	Recognize and contribute actively to learning as a social responsibility.		AASL III ISTE 7a, 7b, 7c, 7d

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	Communicating to establish and sustain relationships	Establish pro-social relationships to support self and others.		CRSC B AASL III.D
	Communicating to establish and sustain relationships.	Select expressive communication strategies specific to context.		CRSC B AASL III.B
Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.	Using sources of information	Access print and digital resources including the library catalog and databases using features within the source itself.	summarize paraphrase relevance	S 3.6.G SS&H 8.6.G BCIT 15.3.1 AASL IV.A, IV.B
	Using sources of information	Use search functions of database to access digitally stored sources: natural language searching, keyword, limiters, subject headings...		S 3.6.G SS&H 8.6.G BCIT 15.3.1 AASL I.D, IV.D
	Using sources of information	Independently, use various print and digital reference sources.		ELA 1.2.L S 3.5.1 SS&H 8.5.1 AASL IV.A, IV.B, V.A
	Evaluating information resources	Identify and evaluate an author's credentials and background information to determine the author's purpose or point of view.		ELA 1.2.D AASL II.B.1, IV.B.3, VI.A.3 ISTE 3b
	Evaluating information resources	Analyze information and evaluate sources for authority, bias, accuracy, relevancy, and currency of information.		ELA 1.5.C, 1.4.W, 1.2.G S 3.6. G SS&H 8.6.G CEW 13.2B, 13.1 F CBIT 15.3.E, 15.4.K, 15.3.I AASL II.A, IV.A, IV.B, IV.D, V.A, VI.A ISTE 3c, 4b, 5b
	Selecting information for use in research and inquiry processes	Select informational texts to support analysis, reflection, and research.		S 3.6.H CEW 13.1.F, 13.2.B AASL I.B.1, I.D, IV.A, IV.B, IV.D.1 ISTE 3b

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	Using and synthesizing information	Synthesize information found in multiple sources.		ELA 1.2.G, 1.4.W S 3.5.G SS&H 8.5.G, 8.5.I CEW 13.1.F, 13.2.B, CBIT 15.3.E, 15.3.I AASL I.B.2, IV.D, VI.A.3, VI.B ISTE 4a, 5b, 3d
	Using and synthesizing information	Summarize, paraphrase, and quote from resources.		ELA 1.4.5, 1.4.W CEW 13.1.F, 13.2.B AASL IV.B, IV.D.1
	Using and synthesizing information	Take notes on relevant information to support one's own position.		ELA 1.4.S, 1.4.W CEW 13.1.F, 13.3.B AASL I.B, IV.A, IV.B ISTE 4a
Explore: Learners read, discover, and innovate with a growth mindset developed through experience and reflection.	Selecting and reading literacy fiction, nonfiction, and informational texts	Locate, select, and utilize literary fiction, nonfiction, and informational texts independently for personal growth or independent analysis, reflection, and research.	curated accuracy credibility	ELA 1.2.L, 1.3.K, 1.4.S, 1.4.V S 3.6.F, 3.5.I SS&H 8.6.F, 8.5.I CEW 13.1.F, 13.2.B BCIT 15.3.C AASL I.D, IV.A, IV.B, IV.D, V.A ISTE 3c, 3d, 4a, 5b, 6a
	Using and presenting information in different media formats	Integrate visual and audio representation of information in diverse media formats.		ELA 1.5.C CEW 13.1.F AASL IV.D, V.B ISTE 4b, 5b
	Personalizing lifelong learning	Engage in sustained inquiry demonstrating interest in other perspectives.		ELA 1.4.V S 3.6.E SS&H 8.6.E CEW 13.3.G CBIT 15.3.W AASL I.D, V.D ISTE 1a
	Personalizing lifelong learning	Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.		ELA 1.4.V S 3.6.F SS&H 8.6.F

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
				CBIT 15.3.E AASL IV.D, V.D
	Personalizing lifelong learning	Respond iteratively to challenges, and recognize capabilities and skills can be developed, improved, and expanded.		ELA 1.4.V S 3.6.F SS&H 8.6.F CBIT 15.3.A, 15.3.M AASL V.D ISTE 1a
	Personalizing lifelong learning	Accept feedback open-mindedly for positive and constructive growth.		ELA 1.4.V CBIT 15.3.A, 15.3.M AASL V.D ISTE 1a
	Personalizing lifelong learning	Personalize use of information and information technologies.		ELA 1.4.U S 3.6.F SS&H 8.6.F CBIT 15.3.T, 15.3.W AASL V.D, VI.D ISTE 1a
	Developing self-awareness and self-management	Advocate for oneself in education, employment, and within the community.		CRSC A AASL V.D
	Developing self-awareness and self-management	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.		CRSC A AASL V.B, V.D
Engage: Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	Attributing information sources	Use standard citation format e.g. endnotes, footnotes, parenthetical citation to document specific primary or secondary source information and include a standard citation page (e.g. bibliography, works cited).	MLA formatting citation endnotes works cited in-text citation header etiquette Creative Commons copyright fair use public domain	ELA 1.4.S, 1.4.W S 3.5.A SS&H 8.5.A, 8.5.I AASL I.B, VI ISTE 2c
	Creating multimedia to demonstrate learning	Create multimedia products to present relationships between information and ideas.		ELA 1.4.U S 3.6.F SS&H 8.6.F CEW 13.1.F, 13.2.B CBIT 15.3.C AASL I.C, IV.D.3, VI.C2 ISTE 6

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	Developing digital skills	Use ongoing feedback and technology to produce, publish, and update individual or shared products ethically.		ELA 1.4.U S 3.6.E SS&H 8.6.E CBIT 15.3.W AASL I.C, III.C, IV.C.3, IV.D, VI ISTE 6c
	Demonstrating etiquette in using technology	Demonstrate technology etiquette skills and leadership when communicating with others.		CBIT 15.3.M, 15.3.W AASL VI ISTE 2
	Applying principles of intellectual property	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).		CBIT 15.3.T, 15.4.B AASL VI ISTE 2
	Using information and technology safely and responsibly	Advocate and practice safe, legal, ethical, and responsible use of information and technology in school and in personal situations (e.g., public domain, Creative Commons, educational fair use, copyright).		CBIT 15.3.T, 15.4.B AASL VI ISTE 2, 6
	Communicating effectively to establish and sustain relationships	Select expressive communication strategies specific to context.		CRSC B AASL VI.C.2