




DIGITAL LITERACY AND CITIZENSHIP CURRICULUM – Standards Alignment Chart

<b>American Association of School Librarians</b>  <b>GRADES 6-8</b> <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<b>1</b>	<b>Inquire, think critically, and gain knowledge.</b>															
<b>1.1</b>	<b>Skills</b>															
<input type="checkbox"/>	<b>1.1.1</b> Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.1.2</b> Use prior and background knowledge as context for new learning.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.1.3</b> Develop and refine a range of questions to frame the search for new understanding.									.						
<input type="checkbox"/>	<b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions.				.	.	.	.	.	.						.
<input type="checkbox"/>	<b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.				.		.	.	.	.						.
<input type="checkbox"/>	<b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.		.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.1.9</b> Collaborate with others to broaden and deepen understanding.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>1.2</b>	<b>Dispositions in Action</b>															
<input type="checkbox"/>	<b>1.2.1</b> Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.					.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.2.2</b> Demonstrate confidence and self direction by making independent choices in the selection of resources and information.											.	.	.	.	.
<input type="checkbox"/>	<b>1.2.3</b> Demonstrate creativity by using multiple resources and formats.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>1.2.4</b> Maintain a critical stance by questioning the validity and accuracy of all information.											.	.	.	.	.


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Unit 1    Unit 2    Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.														
<input type="checkbox"/>	1.2.6	Display emotional resilience by persisting in information searching despite challenges.														
<input type="checkbox"/>	1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.														
<b>1.3 Responsibilities</b>																
<input type="checkbox"/>	1.3.1	Respect copyright/intellectual property rights of creators and producers.														
<input type="checkbox"/>	1.3.2	Seek divergent perspectives during information gathering and assessment.														
<input type="checkbox"/>	1.3.3	Follow ethical and legal guidelines in gathering and using information.														
<input type="checkbox"/>	1.3.4	Contribute to the exchange of ideas within the learning community.														
<input type="checkbox"/>	1.3.5	Use information technology responsibly.														
<b>1.4 Self-Assessment Strategies</b>																
<input type="checkbox"/>	1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.														
<input type="checkbox"/>	1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.														
<input type="checkbox"/>	1.4.3	Monitor gathered information, and assess for gaps or weaknesses.														
<input type="checkbox"/>	1.4.4	Seek appropriate help when it is needed.														
<b>2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</b>																
<b>2.1 Skills</b>																
<input type="checkbox"/>	2.1.1	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 conclusions, and create new knowledge.														
<input type="checkbox"/>	2.1.2	Organize knowledge so that it is useful.														

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		<input type="checkbox"/>	2.1.3													
<input type="checkbox"/>	2.1.4															
<input type="checkbox"/>	2.1.5															
<input type="checkbox"/>	2.1.6															
<b>2.2 Dispositions in Action</b>																
<input type="checkbox"/>	2.2.1															
<input type="checkbox"/>	2.2.2															
<input type="checkbox"/>	2.2.3															
<input type="checkbox"/>	2.2.4															
<b>2.3 Responsibilities</b>																
<input type="checkbox"/>	2.3.1															
<input type="checkbox"/>	2.3.2															
<input type="checkbox"/>	2.3.3															
<b>2.4 Self-Assessment Strategies</b>																
<input type="checkbox"/>	2.4.1															
<input type="checkbox"/>	2.4.2															
<input type="checkbox"/>	2.4.3															
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<b>3</b>	<b>Share knowledge and participate ethically and productively as members of our democratic society.</b>														
<b>3.1</b>	<b>Skills</b>														
<input type="checkbox"/>	<b>3.1.1</b>	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.1.2</b>	Participate and collaborate as members of a social and intellectual network of learners.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.1.3</b>	Use writing and speaking skills to communicate new understandings effectively.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.1.4</b>	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.1.5</b>	Connect learning to community issues.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.1.6</b>	Use information and technology ethically and responsibly.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>3.2</b>	<b>Dispositions in Action</b>														
<input type="checkbox"/>	<b>3.2.1</b>	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.2.2</b>	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.2.3</b>	Demonstrate teamwork by working productively with others.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>3.3</b>	<b>Responsibilities</b>														
<input type="checkbox"/>	<b>3.3.1</b>	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.3.2</b>	Respect the differing interests and experiences of others, and seek a variety of viewpoints.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	<b>3.3.3</b>	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.	.	.	.	.	.	.	.	.	.	.	.	.	.

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<input type="checkbox"/>	3.3.4	Create products that apply to authentic, real-world contexts.	.		.	.		.	.	.	.		.	.		.
<input type="checkbox"/>	3.3.5	Contribute to the exchange of ideas within and beyond the learning community.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.3.6	Use information and knowledge in the service of democratic values.	.			.										
<input type="checkbox"/>	3.3.7	Respect the principles of intellectual freedom.					.									
	<b>3.4</b>	<b>Self-Assessment Strategies</b>														
<input type="checkbox"/>	3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.														
<input type="checkbox"/>	3.4.2	Assess the quality and effectiveness of the learning product.														
<input type="checkbox"/>	3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.														
	<b>4</b>	<b>Pursue personal and aesthetic growth.</b>														
	<b>4.1</b>	<b>Skills</b>														
<input type="checkbox"/>	4.1.1	Read, view, and listen for pleasure and personal growth.								.	.			.		.
<input type="checkbox"/>	4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.								.				.		
<input type="checkbox"/>	4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.						.		.				.		
<input type="checkbox"/>	4.1.4	Seek information for personal learning in a variety of formats and genres.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	4.1.5	Connect ideas to own interests and previous knowledge and experience.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	4.1.6	Organize personal knowledge in a way that can be called upon easily.	.		.		.			.	.			.		.
<input type="checkbox"/>	4.1.7	Use social networks and information tools to gather and share information.				.		.	.	.	.			.		.
<input type="checkbox"/>	4.1.8	Use creative and artistic formats to express personal learning.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

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4.2 Dispositions in Action		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	4.2.1 Display curiosity by pursuing interests through multiple resources.															
<input type="checkbox"/>	4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.															
<input type="checkbox"/>	4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions, or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.															
4.3 Responsibilities		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	4.3.1 Participate in the social exchange of ideas, both electronically and in person.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	4.3.2 Recognize that resources are created for a variety of purposes.								•				•			
<input type="checkbox"/>	4.3.3 Seek opportunities for pursuing personal and aesthetic growth.				•			•							•	
<input type="checkbox"/>	4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
4.4 Self-Assessment Strategies		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	4.4.1 Identify own areas of interest.															
<input type="checkbox"/>	4.4.2 Recognize the limits of own personal knowledge.															
<input type="checkbox"/>	4.4.3 Recognize how to focus efforts in personal learning.															
<input type="checkbox"/>	4.4.4 Interpret new information based on cultural and social context.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.								•							
<input type="checkbox"/>	4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.								•							