




DIGITAL LITERACY AND CITIZENSHIP CURRICULUM – Standards Alignment Chart

| <b>American Association of School Librarians</b><br><br><b>GRADES 9-12</b><br><input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 |  | Digital Life 102 | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
|--|--|------------------|--------------------------------------|-----------------------|--------------------|--|----------------|---------------------|---------------------------|--|----------------------------|------------------------------|--------------------------------------|---|----------------------|---------------|--------------------------------|-----------------------------------|---------------------------|--------------------|-------------------------|
| <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.   | .                | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |

# American Association of School Librarians



## GRADES 9-12

Unit 1  
  Unit 2  
  Unit 3  
  Unit 4

|                          |            | Digital Life 102   | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
|--------------------------|------------|--|--------------------------------------|-----------------------|--------------------|--|----------------|---------------------|---------------------------|--|----------------------------|------------------------------|--------------------------------------|---|----------------------|---------------|--------------------------------|-----------------------------------|---------------------------|--------------------|-------------------------|
| <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</b> | <b>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</b> | <b>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</b>   | <b>Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</b>   |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    |                         |
|                          | <b>2.1</b> | <b>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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Unit 1    Unit 2    Unit 3    Unit 4

|                                       |       | Digital Life 102   | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
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| <input type="checkbox"/>              | 2.1.3 | Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.1.4 | Use technology and other information tools to analyze and organize information.  | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.   | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.1.6 | Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <b>2.2 Dispositions in Action</b>     |       |  |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    |                         |
| <input type="checkbox"/>              | 2.2.1 | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |                                      |                       |                    |  |                | .                   |                           |  |                            |                              |                                      |   |                      |               | .                              |                                   |                           |                    |                         |
| <input type="checkbox"/>              | 2.2.2 | Use both divergent and convergent thinking to formulate alternative conclusions and text them against the evidence.  | .                                    |                       |                    |  |                | .                   |                           |  |                            | .                            |                                      |   |                      | .             | .                              |                                   | .                         |                    |                         |
| <input type="checkbox"/>              | 2.2.3 | Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.   | .                                    |                       |                    |  |                | .                   | .                         |  |                            | .                            |                                      |   |                      | .             | .                              |                                   | .                         |                    |                         |
| <input type="checkbox"/>              | 2.2.4 | Demonstrate personal productivity by completing products to express learning.  |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    |                         |
| <b>2.3 Responsibilities</b>           |       |  |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    |                         |
| <input type="checkbox"/>              | 2.3.1 | Connect understanding to the real world.   | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.3.2 | Consider diverse and global perspectives in drawing conclusions.   | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.3.3 | Use valid information and reasoned conclusions to make ethical decisions.  | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <b>2.4 Self-Assessment Strategies</b> |       |  |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    |                         |
| <input type="checkbox"/>              | 2.4.1 | Determine how to act on information (accept, reject, modify).  | .                                    |                       |                    | .  | .              | .                   |                           | .                                      | .                          |                              | .                                    |   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.4.2 | Reflect on systematic process, and assess for completeness of investigation.   |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   |                      |               |                                |                                   |                           |                    | .                       |
| <input type="checkbox"/>              | 2.4.3 | Recognize new knowledge and understanding.   | .                                    | .                     | .                  | .  | .              | .                   | .                         | .                                      | .                          | .                            | .                                    | .   | .                    | .             | .                              | .                                 | .                         | .                  | .                       |
| <input type="checkbox"/>              | 2.4.4 | Develop directions for future investigations.  |                                      |                       |                    |  |                |                     |                           |  |                            |                              |                                      |   | .                    |               |                                |                                   |                           |                    |                         |

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GRADES 9-12

Unit 1    Unit 2    Unit 3    Unit 4

| Digital Life 102 | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
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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.                        | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| <input type="checkbox"/> | <b>3.3.4</b>  | Create products that apply to authentic, real-world contexts.   | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |

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Unit 1    Unit 2    Unit 3    Unit 4

|                          |            | Digital Life 102  | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
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| <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.   | •                                    | •                     | •                  | •  | •              | •                   | •                         | •                                      | •                          | •                            | •                                    | •   | •                    | •             |                                | •                                 | •                         | •                  | •                       |

American Association of School Librarians



GRADES 9-12

Unit 1    Unit 2    Unit 3    Unit 4

| Digital Life 102 | Oops! I Broadcast It on the Internet | Copyrights and Wrongs | Feeling On Display | Turn Down the Dial on Cyberbullying and Online Cruelty | My Online Code | Who Are You Online? | Building Community Online | Overexposed: Sexting and Relationships | Risky Online Relationships | Rights, Remixes, and Respect | Taking Perspectives on Cyberbullying | What's the Big Deal About Internet Privacy? | Becoming a Web Celeb | College Bound | Private Today, Public Tomorrow | Does It Matter Who Has Your Data? | Breaking Down Hate Speech | Retouching Reality | Collective Intelligence |
|------------------|--------------------------------------|-----------------------|--------------------|--|----------------|---------------------|---------------------------|--|----------------------------|------------------------------|--------------------------------------|---|----------------------|---------------|--------------------------------|-----------------------------------|---------------------------|--------------------|-------------------------|
|------------------|--------------------------------------|-----------------------|--------------------|--|----------------|---------------------|---------------------------|--|----------------------------|------------------------------|--------------------------------------|---|----------------------|---------------|--------------------------------|-----------------------------------|---------------------------|--------------------|-------------------------|

| 4.2 Dispositions in Action     |       |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------------|-------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <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           |       |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <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 |       |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <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.   | . |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | . |