



DIGITAL LITERACY AND CITIZENSHIP CURRICULUM – Standards Alignment Chart

GRADES K-2: Unit 1 Unit 2 Unit 3

American Association of School Librarians



Going Places Safely	A-B-C Searching	Keep It Private	My Creative Work	Sending Email	Staying Safe Online	Follow the Digital Trail	Screen Out the Mean	Using Keywords	Sites I Like	Powerful Passwords	My Online Community	Things for Sale	Show Respect Online	Writing Good Emails
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1	Inquire, think critically, and gain knowledge.													
1.1	Skills													
<input type="checkbox"/>	1.1.1 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"/>	1.1.2 Use prior and background knowledge as context for new learning.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.1.3 Develop and refine a range of questions to frame the search for new understanding.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.1.4 Find, evaluate, and select appropriate sources to answer questions.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.1.6 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"/>	1.1.7 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"/>	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.1.9 Collaborate with others to broaden and deepen understanding.	.	.	.	.	.	.	.	.	.	.	.	.	.
1.2	Dispositions in Action													
<input type="checkbox"/>	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.2.2 Demonstrate confidence and self direction by making independent choices in the selection of resources and information.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.2.3 Demonstrate creativity by using multiple resources and formats.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

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<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.														
1.3 Responsibilities																
<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.														
1.4 Self-Assessment Strategies																
<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.														
2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.																
2.1 Skills																
<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	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.	
	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.		.	.	.	.	.	.	.	.	.	.	.	.	.
	2.2	Dispositions in Action														
<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.		.	.	.	.	.	.	.	.	.	.	.	.	.
	2.3	Responsibilities														
<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.		.	.	.	.	.	.	.	.	.	.	.	.	.
	2.4	Self-Assessment Strategies														
<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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3 Share knowledge and participate ethically and productively as members of our democratic society.															
3.1 Skills															
<input type="checkbox"/>	3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.1.2	Participate and collaborate as members of a social and intellectual network of learners.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.1.3	Use writing and speaking skills to communicate new understandings effectively.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.1.4	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"/>	3.1.5	Connect learning to community issues.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.1.6	Use information and technology ethically and responsibly.	.	.	.	.	.	.	.	.	.	.	.	.	.
3.2 Dispositions in Action															
<input type="checkbox"/>	3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.2.3	Demonstrate teamwork by working productively with others.	.	.	.	.	.	.	.	.	.	.	.	.	.
3.3 Responsibilities															
<input type="checkbox"/>	3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	3.3.3	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.		.												
	3.4	Self-Assessment Strategies														
<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.														
	4	Pursue personal and aesthetic growth.														
	4.1	Skills														
<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

<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.												