

## **Crosswalk Between the 2012 Library and Technology and the 2022 Library Media Standards October 2022**

### **General Changes**

- The name of the standards was changed to reflect the role of the library. General use of technology skills (e.g., how to turn on the machine, how to use the mouse, etc.) is part of the 2019 Computer Science and Cybersecurity Standards and is not replicated in the new standards. Standards about digital citizenship (engaging with technology, using technology, and responsible use of technology in a digital world) are included in the new standards due to their applicability as students conduct research and use information.
- The order of the strands was changed. The new standards start with personal literacy skills.
- The number of strands was reduced from eight to three. The Computer Science and Cybersecurity Standards, written in 2019, include the technology use standards. The committee retained the digital literacy standards about obtaining and using information, which is a part of library skills instruction and use.

Library skills instruction and use standards address cybersecurity issues students may encounter when using technology for personal use or research. The new library standards also include the skills students need to evaluate the quality of information within sources and determine the authenticity and credibility of that source and the information it contains.

- Note that some of the standards are in multiple grade levels. These standards are important throughout the school years and beyond. How to address these standards depends upon the learner's grade level since proficiency and interests expand as the learner gets older.
- New standards are organized by grade levels versus grade spans. The committee felt this would make it easier to identify which skills and concepts are to be taught each year.
- The new standards contain goal statements for each of the strands and clusters. These goal statements outline concepts and skills students should know and be able to do when they graduate.
- The new standards are scaffolded so that the concepts grow in complexity and the skills/concepts build upon each other. This practice helps ensure pre-requisite knowledge and skills have been taught and will help increase the success of the learner in developing new skills and knowledge.
- The new standards consist of two sections: The first section identifies the standards in a learning progression format, showing the progression of concepts and skills K-12. The second section format shows the standards for each grade level.

## Crosswalk between the 2012 Library and Technology Standards and the 2022 Library Media Standards

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>Personal Literacy</b>	<b>Personal Learning and Growth</b>	This section of the new standards focuses on helping students develop the concepts and skills to use the library to locate materials for their personal use and growth.
<b>EXPLORE</b>		
K.EX.1 Explore topics of interest.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on exploring interests. It separates formats and types of resources.
K.EX.2 Explore various formats (e.g., print, eBook, audiobook).	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature. K-5.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on learning about the different formats of resources available. Response is included in standard RE.2.
1.EX.1 Explore favorite topics and authors.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on exploring interests. Rigor of this standard increases from the previous grade level with the depth of topics. It separates formats and types of resources. Response is included in standard RE.2.
1.EX.2 Explore various formats (e.g., print, eBook, audiobook).	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature. K-5.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on learning about the different formats of resources available. Rigor increases from the previous grade with the types of formats explored and the ways in which they are used.
2.EX.1 Describe similarities and differences among various topics and authors.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on comparing authors and topics. Response is included in standard RE.2.
2.EX.2 Explore various formats (e.g., print, eBook, audiobook).	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature. K-5.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on learning about the different formats of resources available. Rigor increases from the previous grade with the types of formats explored and the ways in which they are used, and the reduction of support provided. Response is included in standard RE.2.
3.EX.1 Explore topics, authors, and genres.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on learning more about genres, authors, and topics to find materials found in the library. The new standard increases rigor from the previous grade by expanding focus to include genres. Response is included in standard RE.2.
3.EX.2 Use various formats and explore features.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature. K-5.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard examines formats and the features within those formats.

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4.EX.1 Explore and identify various topics, authors, and genres.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on learning more about genres, authors, and topics to find materials found in the library. Rigor increases from the previous grade as students now identify the topics, authors, and genres. Response is included in standard RE.2.
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5.EX.1 Describe similarities and differences among various topics, authors, and genres.	K-5.PLG.5 Identify and respond to various genres, formats, and authors of literature.	The new standard focuses on comparing topics, authors, and genres. Rigor increases from the previous grade as students now identify the topics, authors, and genres. Response is included in standard RE.2.
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6.EX.1 Discover various authors and genres based on expressed topics of interest.	6-8.PLG.5 Identify and respond to a variety of genres, formats, and authors of literature. 6-8.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on using personal interests and expressed topic guiding students toward authors and genres. The response element is part of the comprehension standards in ELA.
6.EX.2 Describe advantages and disadvantages of various formats based upon specific situations.	6-8.PLG.5 Identify and respond to a variety of genres, formats, and authors of literature. 6-8.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on determining and justifying why a format may be best for a given situation.
7.EX.1 Discover various authors and genres based on expressed topics of interest.	6-8.PLG.5 Identify and respond to a variety of genres, formats, and authors of literature. 6-8.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on using personal interests and expressed topic guiding students toward authors and genres. The response element is part of the comprehension standards in ELA. Rigor increases from the previous grade due to the growth of student interests and expressed topics as well as increased authors and genres read.
7.EX.2 Describe advantages and disadvantages of various formats based on specific situations.	6-8.PLG.5 Identify and respond to a variety of genres, formats, and authors of literature. 6-8.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on determining and justifying why a format may be best for a given situation. Rigor increases from the previous grade due to the increased types of situations and increased knowledge of formats available.

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9.EX.1 Independently explore topics, authors, and genres of interest.	9-12.PLG.5 Integrate a variety of genres, formats, and authors of literature into personal reading choices. 9-12.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on topics, authors, and genres. Formats are addressed in EX.2.
9.EX.2 Express preferred formats based on specific situations.	9-12.PLG.5 Integrate a variety of genres, formats, and authors of literature into personal reading choices. 9-12.PLG.8 Display curiosity by pursuing interests through multiple resources.	The new standard focuses on selecting formats that work best in given situations.
10.EX.1 Independently explore topics, authors, and genres of interest.	9-12.PLG.5 Integrate a variety of genres, formats, and authors of literature into personal reading choices. 9-12.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on topics, authors, and genres. Formats are addressed in EX.2. Rigor increases from the previous grade with the student growth in interest and knowledge of authors, topics, and genres.
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<b>SELECT</b>		
K.S.1 With guidance, explore the physical and digital library layout to select materials.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well.
K.S.2 With guidance, use strategies to select materials based on personal interests and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on students learning strategies to select the materials that interest them.
1.S.1 Explore the physical and digital library layout to select materials.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well. Rigor increased from the previous grade due to reduced assistance provided.
1.S.2 With guidance, use strategies to select materials based on personal interests and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on the use of strategies to select the materials that interest them. Rigor increases from the previous grade due to level of interest and experiences.
2.S.1 With guidance, use the physical and digital library layout to select materials.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well. Rigor increased from the previous grade due to reduced assistance provided and expanded areas of layout used.
2.S.2 With guidance, use strategies to select materials based on personal interests and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on the use of strategies to select the materials that interest them. Rigor increases from the previous grade due to level of interest and experiences.

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3.S.1 With guidance, use the catalog or other resources to locate materials in the physical and digital library space.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well.
3.S.2 Use strategies to select materials based on personal interests and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on the use of strategies to select the materials that interest them. Rigor increases from the previous grade due to level of interest/experiences and reduced support provided.
4.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well. Rigor increases from the previous grade with the increased resources used and the decrease in support provided.
4.S.2 Use strategies to select materials based on personal interest and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on the use of strategies to select materials.
5.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.	K-5.IAI.5 Understand library arrangement in order to retrieve identified information resources with adult guidance.	The new standard has been moved since the library is not only used to find resources for information, but for personal reasons as well. The new standard provides less adult guidance. Rigor increases from the previous grade with the increased sources used.
5.S.2 Use strategies to select materials based on personal interests and experiences.	K-5.PLG.9 Determine and select materials appropriate to personal abilities and interests.	New standard focuses on the use of strategies to select materials. Rigor increases from the previous grade with the types of materials.
6.S.1 Explore and use the catalog or other resources and the physical and digital layout of a library to locate materials.		This standard continues from the elementary level since students switch buildings and move creating a need to familiarize with the resources and layouts of new libraries.
6.S.2 Use strategies, or other resources to guide material(s) selection based on personal interests and experiences.	6-8.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on application of strategies to locate materials. Rigor increases from the previous grade with knowledge of strategies and level/type of materials.
7.S.1 Explore and use the catalog or other resources and the physical and digital layout of a library to locate materials.		This standard continues from the elementary level since students move creating a need to familiarize with the resources and layouts of new libraries.
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9.S.1 Access the catalog or other resources and use the digital and physical layout of a library to independently choose and locate materials.		This standard builds on the previous level since students switch buildings and move creating a need to familiarize with the resources and layouts of new libraries. They are also accessing materials in other libraries (public, college, etc.).
9.S.2 Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.	9-12.PLG.9 Determine and select materials appropriate to personal abilities and interests.	The new standard focuses on independent use of strategies or other resources to locate materials. Rigor increases with the level of independence exhibited while selecting materials.
10.S.1 Access the catalog or other resources and use the digital and physical layout of a library to independently choose and locate materials.		This standard builds on the previous level since students move creating a need to familiarize with the resources and layouts of new libraries. They are also accessing materials in other libraries (public, college, etc.).
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11.S.1 Access the catalog or other resources and use the digital and physical layout of a library to independently choose and locate materials.		This standard builds on the previous level since students move creating a need to familiarize with the resources and layouts of new libraries. They are also accessing materials in other libraries (public, college, etc.).
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<b>READ AND ENGAGE</b>		
K.RE.1 With guidance, read, view, or listen to a variety of materials based on curiosity, needs, and interests.	K-5.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. K-5.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard identifies the skills (reading, viewing, listening) and identifies the motivational elements.
K.RE.2 With guidance, share reflections, reactions, and connections to materials with others.	K-5.PLG.7 Make connections between current knowledge and new learning.	The new standard expands the focus to include sharing reflections, reactions, and connections made.
1.RE.1 With guidance, read, view, or listen to a variety of materials based on curiosity, needs, and interests.	K-5.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. K-5.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard identifies the skills (reading, viewing, listening) and identifies the motivational elements. Rigor increases from the previous grade with the materials used and the expanded interests of the student.
1.RE.2 With guidance, share reflections, reactions, and connections to materials with others.	K-5.PLG.7 Make connections between current knowledge and new learning.	The new standard expands the focus to include sharing reflections, reactions, and connections made. Rigor increases from the previous grade with the depth of the reflections, reactions, and connections shared and increased communication skills.
2.RE.1 With guidance, read, view, or listen to a variety of materials based on curiosity, needs, and interests.	K-5.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. K-5.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard identifies the skills (reading, viewing, listening) and identifies the motivational elements. Rigor increases from the previous grade with the materials used and the expanded interests of the student.
2.RE.2 With guidance, share reflections, reactions, and connections to materials with others.	K-5.PLG.7 Make connections between current knowledge and new learning.	The new standard expands the focus to include sharing reflections, reactions, and connections made. Rigor increased from previous grade with the level of connections made to the materials.
3.RE.1 Read, view, or listen to a variety of materials based on curiosity, needs, and interests.	K-5.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. K-5.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard identifies the skills (reading, viewing, listening) and identifies the motivational elements. Rigor increases from the previous grade with the materials used, the expanded interests of the student, and reduced support provided.
3.RE.2 Share reflections, reactions, and connections to materials with others.	K-5.PLG.7 Make connections between current knowledge and new learning.	The new standard expands the focus to include sharing reflections, reactions, and connections made. Rigor increases from the previous grade with the depth of the reflections, reactions, and connections shared. The level of support has decreased in this grade level.



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6.RE.2 Share reflections, reactions, and connections to materials with others.	6-8.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. 6-8.PLG.7 Transfer knowledge to new learning.	The new standard focuses on the connections, reactions, and reflections the learner shares with others. The sharing was viewed through more of a technology use lens in the existing standards. The existing standards focused more on information sharing.
7.RE.1 Read, view, or listen to a variety of materials based on curiosity, needs, and interests.	6-8.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. 6-8.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard focuses on use of curiosity, needs, and interests to influence choices. Rigor increases from the previous grade with the growth in choices made by the learner.

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<b>READ AND ENGAGE</b>		
10.RE.2 Share reflections, reactions, and connections to materials with others.	9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. 9-12.PLG.7 Transfer knowledge to new learning.	The new standard focuses on the connections, reactions, and reflections the learner shares with others. The sharing was viewed through more of a technology use lens in the existing standards. The existing standards focused more on information sharing. Rigor increases with the depth of the connections, reflections, and reactions shared and the expanded materials reviewed.
11.RE.1 Read, view, or listen to a variety of materials based on curiosity, needs, or interests.	9-12.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. 9-12.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard focuses on use of curiosity, needs, and interests to influence choices. Rigor increases with the growth in choices made by the learner.
11.RE.2 Share reflections, reactions, and connections to materials with others.	9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. 9-12.PLG.7 Transfer knowledge to new learning.	The new standard focuses on the connections, reactions, and reflections the learner shares with others. The sharing was viewed through more of a technology use lens in the existing standards. The existing standards focused more on information sharing. Rigor increases with the depth of the connections, reflections, and reactions shared and the expanded materials reviewed.
12.RE.1 Read, view, or listen to a variety of materials based on curiosity, needs, or interests.	9-12.PLG.4 Demonstrate appreciation and self-motivation as a reader by seeking information for personal learning and enjoyment. 9-12.PLG.6 Read widely and fluently to make connections with self, the world, and previous learning.	The new standard focuses on use of curiosity, needs, and interests to influence choices. Rigor increases with the growth in choices made by the learner.
12.RE.2 Share reflections, reactions, and connections to materials with others.	9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess. 9-12.PLG.7 Transfer knowledge to new learning.	The new standard focuses on the connections, reactions, and reflections the learner shares with others. The sharing was viewed through more of a technology-use lens in the existing standards. The existing standards focused more on information sharing. Rigor increases with the depth of the connections, reflections, and reactions shared and the expanded materials reviewed.
<b>READING, LISTENING AND VIEWING STANDARDS ADDRESSED ELSEWHERE</b>		
	K-5.PLG.1 Recognize cultural differences by engaging with people of other cultures.	It is part of Social Studies standards to explore the differences in cultures as students study their communities, state, country, and world. This standard is covered through the variety of resources available to students within the library.
	K-5.PLG.3 Demonstrate positive behavior and leadership in group roles in both formal and informal situations.	The portion of this standard dealing with group behaviors is part of the listening and speaking standards in ELA. The digital behaviors are addressed in the Cybersecurity standards and digital citizenship strand.

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<b>Personal Literacy</b>	<b>Personal Learning and Growth</b>	This section of the new standards focuses on helping students develop the concepts and skills to use the library to locate materials for their personal use and growth.
<b>READING, LISTENING AND VIEWING STANDARDS ADDRESSED ELSEWHERE</b>		
	6-8.PLG.1 Develop cultural understanding and global awareness by engaging with people of other cultures.	This standard is addressed in the social studies standards addressing the cultural influences on the world and within our nation.
	6-8.PLG.2 Use tools to seek out different perspectives to inform thinking and decision-making.	This standard is addressed in ELA and in the inquire and evaluation library and media standards.
	6-8.PLG.3 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	This standard is addressed in the speaking and listening standards in ELA. It is also addressed in the read and engage library media standards.
	9-12.PLG.1 Develop cultural understanding and global awareness by engaging with people of other cultures.	This standard is addressed in the social studies standards addressing the cultural influences on the world and within our nation.
	9-12.PLG.2 Gather and evaluate divergent perspectives to support or to change personal opinions.	This standard is addressed in ELA and in the inquire and evaluation library and media standards.
	9-12.PLG.3 Model leadership and confidence by presenting ideas to others in both formal and informal situations.	This standard is addressed in the speaking and listening standards in ELA. It is also addressed in the read and engage library media standards.
<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>INQUIRE</b>		
K.I.1 With guidance, determine what is known and not known about a topic (e.g., KWL chart).	K-5.IAI.1 State the problem or need for information. K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on identifying what is known and unknown so students may determine what information is needed.
1.I.1 With guidance, determine what is known and not known about a topic (e.g., KWL chart).	K-5.IAI.1 State the problem or need for information. K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on identifying what is known and unknown so students may determine what information is needed. Rigor increases from the previous grade with the topics and amount of information known.
2.I.1 Determine what is known and not known about a topic.	K-5.IAI.1 State the problem or need for information. K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on identifying what is known and unknown so students may determine what information is needed. Rigor increases from the previous grade with the topics and amount of information known and reduction of support provided.
2.I.2 With guidance, identify keywords about a topic.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on identification of keywords used to initiate a search for information, which is a research strategy.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>INQUIRE</b>		
3.1.1 With guidance, create questions based on a topic, problem, or need.	K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on the creation of research questions.
3.1.2 With guidance, identify keywords from research questions.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on identification of keywords used to initiate a search for information, which is a research strategy. Rigor will increase from the previous grade with reduction of support and content researched.
4.1.1 With guidance, create questions based on a topic, problem, or need.	K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on the creation of research questions. Rigor increases from the previous grade with content researched as well as a reduction of support provided.
4.1.2 With guidance, identify keywords from research questions.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on identification of keywords used to initiate a search for information, which is a research strategy. Rigor will increase from the previous grade with reduction of support and content researched.
5.1.1 Create questions based on a topic, problem, or need.	K-5.IAI.2 List questions based on a problem or need.	The new standard focuses on the creation of research questions. Rigor increases from the previous grade with content researched as well as a reduction of support.
5.1.2 Identify keywords from research questions.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on identification of keywords used to initiate a search for information, which is a research strategy. Rigor increases from the previous grade with reduction of support and content researched.
6.1.1 With guidance, create open-ended questions based on a topic, problem, or need.	6-8.IAI.2 Develop questions based on a problem or need. 6-8.IAI.1 Identify a problem or need using current knowledge as context for new learning.	The new standard focuses on the development of open-ended questions. Guidance is provided to keep the questions focused on a topic, problem, or need.
6.1.2 Identify keywords from research questions.	6-8.IAI.4 Use basic search strategies with limiters to locate resources.	The new standard focuses on identification of keywords to initiate an information search. Rigor increases from the previous grade with the depth of the search and the content researched.
7.1.1 Create open-ended questions based on a topic, problem, or need.	6-8.IAI.2 Develop questions based on a problem or need. 6-8.IAI.1 Identify a problem or need using current knowledge as context for new learning.	The new standard focuses on development of open-ended questions to focus research.
7.1.2 With guidance, refine keywords from research questions.	6-8.IAI.4 Use basic search strategies with limiters to locate resources. 6-8.IAI.7 Modify and implement new search strategies based on information gaps.	The new standard focuses on refining keywords from the research question selected for information search. Assistance is provided to help select keywords.
8.1.1 With guidance, revise open-ended questions based on new, conflicting, or missing information.	6-8.IAI.2 Develop questions based on a problem or need. 6-8.IAI.7 Modify and implement new search strategies based on information gaps. 6-8.IAI.1 Identify a problem or need using current knowledge as context for new learning.	The new standard focuses on revising the research question based upon results of search. Assistance is provided to revise questions.

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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>INQUIRE</b>		
8.I.2 Refine keywords based on new, conflicting, or missing information.	6-8.IAI.4 Use basic search strategies with limiters to locate resources. 6-8.IAI.7 Modify and implement new search strategies based on information gaps.	The new standard focuses on refining keywords from the research question selected for information search. Assistance is no longer provided.
9.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	9-12.IAI.2 Develop and refine a range of questions based on a problem or need.	The new standard focuses on creating research questions and adjusting the scope of the question as needed throughout the research process.
9.I.2 Refine keywords based on new, conflicting, or missing information.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources. 9-12.IAI.7 Devise new search strategies based on information gaps and new understanding.	The new standard focuses on refining keywords from the research question selected for information search.
10.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	9-12.IAI.2 Develop and refine a range of questions based on a problem or need.	The new standard focuses on creating research questions and adjusting the scope of the question as needed throughout the research process. Rigor increases from the previous grade with the content and depth of the research.
10.I.2 Refine keywords based on new, conflicting, or missing information.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources. 9-12.IAI.7 Devise new search strategies based on information gaps and new understanding.	The new standard focuses on refining keywords from the research question selected for information search. Rigor increases from the previous grade with the content and depth of the research.
11.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	9-12.IAI.2 Develop and refine a range of questions based on a problem or need.	The new standard focuses on creating research questions and adjusting the scope of the question as needed throughout the research process. Rigor increases from the previous grade with the content and depth of the research.
11.I.2 Refine keywords based on new, conflicting, or missing information.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources. 9-12.IAI.7 Devise new search strategies based on information gaps and new understanding.	The new standard focuses on refining keywords from the research question selected for information search. Rigor increases from the previous grade with the content and depth of the research.
12.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	9-12.IAI.2 Develop and refine a range of questions based on a problem or need.	The new standard focuses on creating research questions and adjusting the scope of the question as needed throughout the research process. Rigor increases from the previous grade with the content and depth of the research.



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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>INQUIRE</b>		
12.I.2 Refine keywords based on new, conflicting, or missing information.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources. 9-12.IAI.7 Devise new search strategies based on information gaps and new understanding.	The new standard focuses on refining keywords from the research question selected for information search. Rigor increases from the previous grade with the content and depth of the research.
<b>ACCESS</b>		
K.A.1 With guidance, locate information in teacher-selected resources.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on locating information within a resource that has already been selected.
K.A.2 Understand that sources can be in a variety of formats (e.g., print, digital, graphic).	K-5.IAI.3 Recognize and use appropriate library print, digital, and other resources with adult guidance.	The new standard develops an understanding of the different formats available.
1.A.1 With guidance, locate information in teacher-selected resources.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on locating information within a resource that has already been selected.
1.A.2 With guidance, locate and explore sources in a variety of formats.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on location of and learning about sources in a variety of formats.
2.A.1 Locate information in teacher-selected resources.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on locating information within a resource that has already been selected. Rigor is increased from the previous grade due to reduction of support provided.
2.A.2 With guidance, locate and explore sources in a variety of formats.	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on location of and learning about sources in a variety of formats. Rigor increases from the previous grade due to the types of sources used and reduction of support provided while guiding students.
3.A.1 With guidance, use basic search strategies with teacher-selected sources. (CSCS 3.A.1)	K-5.IAI.4 Use basic search strategies to locate resources.	The new standard focuses on using strategies for research with teacher-selected sources in a variety of formats with adult support. It aligns with the CSCS standards pertaining to online sources.
3.A.2 With guidance, use teacher-selected sources to access information.	K-5.IAI.3 Recognize and use appropriate library print, digital, and other resources with adult guidance.	The standard focuses on using the teacher-selected sources but does not specify format.
4.A.1 Use basic search strategies with teacher-selected sources. (CSCS 3.A.1)	K-5.IAI.4 Use basic search strategies to locate resources.	The standard focuses on research strategy development. The support has been reduced; however, students still use teacher-selected sources. It aligns with the CSCS standard regarding use of online sources.
4.A.2 Use teacher -selected sources to access information.	K-5.IAI.3 Recognize and use appropriate library print, digital, and other resources with adult guidance.	The standard reduces the support provided and continues to focus on the teacher-selected sources.
5.A.1 Refine one's search to improve results. (CSCS 5.A.1)	K-5.IAI.7 Modify and implement new search strategies based on information gaps and with adult guidance. K-5. IAI.12 Evaluate the inquiry process based on a decision or solution.	The standard focuses on refining searches based upon the results of the search. It aligns with the CSCS standard regarding refining the keyword search.

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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>ACCESS</b>		
5.A.2 Use a combination of teacher- and student-selected sources to access information.	K-5.IAI.3 Recognize and use appropriate library print, digital, and other resources with adult guidance.	The standard increases in expectations by adding the option of using compiled student sources. Specific formats are not identified.
6.A.1. Use search strategies to refine and revise results to access information. (CSCS 6.A.1)	6-8.IAI.4 Use basic search strategies with limiters to locate resources.	The new standard applies search strategies to refine and revise results.
6.A.2 Use a combination of teacher- and student-selected sources to access information.	6-8.IAI.3 Select most appropriate library print, digital, and subscription resources from a known list. 6-8.IAI.5 Retrieve identified information resources with some adult guidance.	The new standard uses teacher selected sources in the research. Some student selected sources are used as the learner indicates readiness to select sources.
7.A.1 Use search strategies to refine and revise results to access information. (CSCS 6.A.1)	6-8.IAI.4 Use basic search strategies with limiters to locate resources. 6-8.IAI.7 Modify and implement new search strategies based on information gaps.	The new standard applies search strategies to refine and revise results.
7.A.2 Curate and use student-selected sources to access information.	6-8.IAI.3 Select most appropriate library print, digital, and subscription resources from a known list. 6-8.IAI.5 Retrieve identified information resources with some adult guidance.	The new standard has the student selecting sources used in research.
8.A.1 Use advanced search strategies to locate information effectively. (CSCS 8.A.1)	6-8.IAI.4 Use basic search strategies with limiters to locate resources.	The new standard has students apply more advances search strategies.
8.A.2 Curate and use student-selected sources to access information.	6-8.IAI.3 Select most appropriate library print, digital, and subscription resources from a known list. 6-8.IAI.5 Retrieve identified information resources with some adult guidance.	The new standard has students select the sources used for research. The complexity, number, and variety of sources increases.
9.A.1 Use advanced search strategies to locate information effectively.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources.	The new standard has students apply more advances search strategies. Strategies used and content researched become more complex.
9.A.2 Curate and use student-selected sources to access information.	9-12.IAI.3 Select most appropriate library print, digital, and subscription resources from school, academic, and public libraries. 9-12.IAI.5 Retrieve identified information resources independently.	The new standard has students select the sources used for research. The complexity, number, and variety of sources increases from those used in the previous grade.
10.A.1 Use advanced search strategies to locate information effectively.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources.	The new standard has students apply more advances search strategies. Strategies used and content researched become more complex.

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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>ACCESS</b>		
10.A.2 Curate and use student-selected sources to access information.	9-12.IAI.3 Select most appropriate library print, digital, and subscription resources from school, academic, and public libraries. 9-12.IAI.5 Retrieve identified information resources independently.	The new standard has students select the sources used for research. The complexity, number, and variety of sources increases from those used in the previous grade.
11.A.1 Use advanced search strategies to locate information effectively.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources.	The new standard has students apply more advanced search strategies. Strategies used and content researched become more complex.
11.A.2 Curate and use student-selected sources to access information.	9-12.IAI.3 Select most appropriate library print, digital, and subscription resources from school, academic, and public libraries. 9-12.IAI.5 Retrieve identified information resources independently.	The new standard has students select the sources used for research. The complexity, number, and variety of sources increases from those used in the previous grade.
12.A.1 Use advanced search strategies to locate information effectively.	9-12.IAI.4 Use advanced and multiple search strategies to locate resources.	The new standard has students apply more advanced search strategies. Strategies used and content researched become more complex.
12.A.2 Curate and use student-selected sources to access information.	9-12.IAI.3 Select most appropriate library print, digital, and subscription resources from school, academic, and public libraries. 9-12.IAI.5 Retrieve identified information resources independently.	The new standard has students select the sources used for research. The complexity, number, and variety of sources increases from those used in the previous grade.
<b>EVALUATE</b>		
K.E.1 With guidance, identify fact and opinion.	K-5.PLG.2 Recognize that different opinions exist and respond appropriately.	The new standard develops the understanding and identification of the concepts of fact and opinion.
1.E.1 With guidance, identify fact and opinion.	K-5.PLG.2 Recognize that different opinions exist and respond appropriately.	The new standard develops the understanding and identification of the concepts of fact and opinion. Rigor increases from the previous grade as amount of support is reduced, while still present.
2.E.1 Identify fact and opinion.	K-5.PLG.2 Recognize that different opinions exist and respond appropriately.	The new standard has students identify fact and opinion. The level of support has been reduced.
2.E.2 With guidance, determine the purpose of content: to inform, to influence, or to entertain.		This is a new standard that focuses on the purpose of the content within a source. It will lead into the future evaluation of content for relevancy, accuracy, and purpose.
3.E.1 Identify fact and opinion.	K-5.PLG.2 Recognize that different opinions exist and respond appropriately.	This standard repeats from the previous grade level to further develop accuracy identifying fact and opinion.
3.E.2 With guidance, identify relevancy, accuracy, and purpose.	K-6.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, and appropriateness.	The new standard focuses on three elements of resource content evaluation. Support is provided to assist with recognition of the elements.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>EVALUATE</b>		
4.E.1 With guidance, understand that biases exist and distinguish between fact and opinion in various sources.		This is a new standard addressing evaluation of resources for bias and distinguishing between fact and opinion. It was added due to the increased digital access of students. Support is provided.
4.E.2 With guidance, identify relevancy, authority, accuracy, currency, and purpose.	K-6.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, and appropriateness.	The new standard focuses on four elements of resource content evaluation. Support is provided to assist with recognition of the elements.
5.E.1 With guidance, understand that biases exist and distinguish between fact and opinion in various sources.		This is a new standard addressing evaluation of resources for bias and distinguishing between fact and opinion. It was added due to the increased digital access of students. Support is provided, however, the amount provided has reduced from the previous year.
5.E.2 Identify relevancy, authority, accuracy, currency, and purpose.	K-6.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, and appropriateness.	The standard focuses on evaluation criteria for resources. Support has been reduced.
6.E.1 With guidance, consider multiple perspectives and identify biases within various sources.	6-8.IAI.11 Explain how information and ideas support a decision or solution.	The new standard asks students to consider factors impacting the credibility of information within the source.
6.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	6-8.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.	The new standard has students apply the criteria to evaluate sources with adult support.
7.E.1 With guidance, consider multiple perspectives and identify biases within various sources.	6-8.IAI.11 Explain how information and ideas support a decision or solution.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
7.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	6-8.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.	The new standard has students apply the criteria to evaluate sources. Level of support decreased from previous grade level.
8.E.1 With guidance, consider multiple perspectives and identify biases within various sources.	6-8.IAI.11 Explain how information and ideas support a decision or solution.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
8.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	6-8.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, and detail.	The new standard has students apply the criteria to evaluate sources. Level of proficiency evaluating resources and the complexity of the information will increase through the grade levels.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>EVALUATE</b>		
9.E.1 With guidance, consider multiple perspectives and bias during the evaluation and selection process.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
9.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard has students apply the criteria to evaluate sources. Level of proficiency evaluating resources and the complexity of the information will increase through the grade levels.
10.E.1 With guidance, consider multiple perspectives and bias during the evaluation and selection process.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
10.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard has students apply the criteria to evaluate sources. Level of proficiency evaluating resources and the complexity of the information will increase through the grade levels.
11.E.1 Consider multiple perspectives and bias during the evaluation and selection process.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
11.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard has students apply the criteria to evaluate sources. Level of proficiency evaluating resources and the complexity of the information will increase through the grade levels.

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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>EVALUATE</b>		
12.E.1 Consider multiple perspectives and bias during the evaluation and selection process.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard asks students to consider factors impacting the credibility of information within the source. Level of proficiency evaluating sources for bias and perspective will increase through the grade levels.
12.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	9-12.IAI.6 Evaluate information found within selected resources on the basis of accuracy, currency, reasonableness, appropriateness, credibility, detail, support, and bias within different social and cultural contexts.	The new standard has students apply the criteria to evaluate sources. Level of proficiency evaluating resources and the complexity of the information will increase through the grade levels.
<b>INTELLECTUAL PROPERTY</b>		
K.IP.1 Discuss creative works have owners. (CSCS K.IP.1)	K-5.RU.1 Identify copyrighted works and their proper use.	The new standard develops understanding of concept that creative works have owners. This standard is similar to the CSCS standard.
K.IP.2 Understand that credit should be given to the creator of an original work. (CSCS K.IP.2)	K-5.RU.3 Describe plagiarism and its consequences.	The new standard creates understanding that the creators of original works need to be given credit. This leads to understanding concept of plagiarism. This standard is similar to the CSCS standard.
1.IP.1 Understand creative works have owners. (CSCS 1.IP.1)	K-5.RU.1 Identify copyrighted works and their proper use.	The new standard focuses on student understanding of concept that creative works have owners. This standard is similar to the CSCS standard.
1.IP.2 With guidance, give credit to the creator of an original work. (CSCS 1.IP.2)	K-5.RU.3 Describe plagiarism and its consequences.	The new standard focuses on students giving the creators of original works credit, with support. This leads to understanding concept of plagiarism. This standard is similar to the CSCS standard.
2.IP.1 Understand that creative works are protected by law.	K-5.RU.1 Identify copyrighted works and their proper use.	The new standard focuses on student understanding of concept that creative works are legally protected.
2.IP.2 Give credit to the creator of an original work. (CSCS 1.IP.2)	K-5.RU.3 Describe plagiarism and its consequences.	The new standard focuses on students giving the creators of original works credit, with support. This leads to understanding concept of plagiarism. The standard aligns with the CSCS standard developing an understanding that students own their work.
3.IP.1 Define copyright and fair use. (CSCS 3.IP.1)	K-5.RU.1 Identify copyrighted works and their proper use.	The standard focuses on defining copyright and fair use which relates to the CSCS standard.
3.IP.2 With guidance, identify the elements of a citation. (CSCS 3.IP.2)	K-5.RU.2 Define and give examples of intellectual property.	The standard focuses on identification of elements of a citation. This is the same standard as the CSCS standard.
3.IP.3 Understand the concepts of piracy and plagiarism.	K-5.RU.3 Describe plagiarism and its consequences. K-5.RU.6 Define and give examples of piracy and its consequences.	The standard focuses on the demonstration of understanding the concepts of piracy and plagiarism.
4.IP.1 With guidance, demonstrate an understanding of copyright and fair use. (CSCS 4.IP.1)	K-5.RU.1 Identify copyrighted works and their proper use.	The standard focuses on the demonstration of understanding the concepts of copyright and fair use. Support is provided. The CSCS standard is related but does not provide support.
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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>INTELLECTUAL PROPERTY</b>		
4.IP.2 With guidance, create a citation. (CSCS 4.IP.2)	K-5.RU.2 Define and give examples of intellectual property.	The standard focuses on identification of elements of a citation. This is the same standard as the CSCS standard.
4.IP.3 With guidance, use strategies to avoid piracy and plagiarism. (CSCS 4.IP.3)	K-5.RU.3 Describe plagiarism and its consequences. K-5.RU.6 Define and give examples of piracy and its consequences.	The standard focuses on strategies to avoid piracy and plagiarism. This is the same standard as the CSCS standard.
5.IP.1 With guidance, demonstrate an understanding of copyright and fair use. (CSCS 5.IP.1)	K-5.RU.1 Identify copyrighted works and their proper use.	The standard focuses on understanding copyright and fair use. Support is provided. The CSCS standard focuses on ethical issues.
5.IP.2 With guidance, cite a variety of sources using appropriate formats.	K-5.RU.2 Define and give examples of intellectual property.	The standard focuses on use of appropriate formats to cite various sources. Support is provided.
5.IP.3 Use strategies to avoid piracy and plagiarism.	K-5.RU.3 Describe plagiarism and its consequences. K-5.RU.6 Define and give examples of piracy and its consequences.	The standard focuses on using strategies to avoid piracy and plagiarism. Support has been reduced.
6.IP.1a With guidance, properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 6.IP.1)	6-8.RU.1 Explain and follow copyright guidelines.	The new standard focuses on appropriate use of works. It is similar to the CSCS standard.
6.IP.1b Demonstrate an understanding of fair use guidelines.	6-8.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard focuses on the use of fair use guidelines.
6.IP.2 With guidance, cite a variety of sources using appropriate formats. (CSCS 6.IP.2)	6-8.RU.2 Identify when citation or permission is needed to use the intellectual property of others.	The new standard requires students to cite sources using appropriate formats. It is similar to the CSCS standard.
6.IP.3 With guidance, describe the negative consequences of and use strategies to avoid committing piracy and plagiarism. (CSCS 6.IP.3)	6-8.RU.3 Practice strategies to avoid plagiarism and discuss the personal consequences of plagiarizing the work of others. 6-8.RU.6 Identify personal acts of piracy and discuss the possible consequences.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. It is similar to the CSCS standard.
7.IP.1a With guidance, properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 6.IP.1)	6-8.RU.1 Explain and follow copyright guidelines.	The new standard focuses on appropriate use of works. The variety of sources will increase as the learner moves through the grade levels. It is similar to the CSCS standard.
7.IP.1b Demonstrate an understanding of fair use guidelines.	6-8.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard focuses on the use of fair use guidelines.
7.IP.2 Cite a variety of sources using appropriate formats. (CSCS 6.IP.2)	6-8.RU.2 Identify when citation or permission is needed to use the intellectual property of others.	The new standard requires students to cite sources using appropriate formats. The complexity of the formats and increased standardization will increase through the grade levels. It is similar to the CSCS standard.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
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<b>INTELLECTUAL PROPERTY</b>		
7.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	6-8.RU.3 Practice strategies to avoid plagiarism and discuss the personal consequences of plagiarizing the work of others. 6-8.RU.6 Identify personal acts of piracy and discuss the possible consequences.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.
8.IP.1a Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 8.IP.1)	6-8.RU.1 Explain and follow copyright guidelines.	The new standard focuses on appropriate use of works. The variety of sources will increase as the learner moves through the grade levels. It is similar to the CSCS standard.
8.IP.1b Apply fair use guidelines when using the copyrighted works of others.	6-8.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard focuses on the use of fair use guidelines.
8.IP.2 Cite a variety of sources using appropriate formats. (CSCS 6.IP.2)	6-8.RU.2 Identify when citation or permission is needed to use the intellectual property of others.	The new standard requires students to cite sources using appropriate formats. The complexity of the formats and increased standardization will increase through the grade levels. It is similar to the CSCS standard.
8.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	6-8.RU.3 Practice strategies to avoid plagiarism and discuss the personal consequences of plagiarizing the work of others. 6-8.RU.6 Identify personal acts of piracy and discuss the possible consequences.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.
9.IP.1a Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 9.IP.1)	9-12.RU.1 Adhere to copyright laws when using information in any format.	The new standard focuses on appropriate use of works. The variety of sources will increase as the learner moves through the grade levels. It is similar to the CSCS standard.
9.IP.1b Apply fair use guidelines when using the copyrighted works of others.	9-12.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard focuses on the use of fair use guidelines.
9.IP.2 Correctly cite a variety of sources using a standard format (e.g., MLA, APA).	9-12.RU.2 Use citation tools and a standard format to ethically reference the intellectual property of others.	The new standard requires students to cite sources using a standard format.
9.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	9-12.RU.6 Avoid piracy by practicing and advocating for the safe, legal, and responsible use of information and technology. 9-12.RU.3 Analyze and revise personal work to avoid plagiarism.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.

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<b>INTELLECTUAL PROPERTY</b>		
10.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)	9-12.RU.1 Adhere to copyright laws when using information in any format. 9-12.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard requires learners to demonstrate respect for intellectual property when it is shared and used. It is similar to the CSCS standard.
10.IP.2 Correctly cite a variety of sources using a standard format (e.g., MLA, APA).	9-12.RU.2 Use citation tools and a standard format to ethically reference the intellectual property of others.	The new standard requires students to cite sources using a standard format. Proficiency with use of standard citation formats will increase through the grade levels.
10.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	9-12.RU.6 Avoid piracy by practicing and advocating for the safe, legal, and responsible use of information and technology. 9-12.RU.3 Analyze and revise personal work to avoid plagiarism.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.
11.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)	9-12.RU.1 Adhere to copyright laws when using information in any format. 9-12.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard requires learners to demonstrate respect for intellectual property when it is shared and used. It is similar to the CSCS standard.
11.IP.2 Correctly cite a variety of sources using a standard format (e.g., MLA, APA).	9-12.RU.2 Use citation tools and a standard format to ethically reference the intellectual property of others.	The new standard requires students to cite sources using a standard format. Proficiency with use of standard citation formats will increase through the grade levels.
11.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	9-12.RU.6 Avoid piracy by practicing and advocating for the safe, legal, and responsible use of information and technology. 9-12.RU.3 Analyze and revise personal work to avoid plagiarism.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.
12.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)	9-12.RU.1 Adhere to copyright laws when using information in any format. 9-12.RU.4 Demonstrate respect for and proper use of materials and technology.	The new standard requires learners to demonstrate respect for intellectual property when it is shared and used. It is similar to the CSCS standard.
12.IP.2 Correctly cite a variety of sources using a standard format (e.g., MLA, APA).	9-12.RU.2 Use citation tools and a standard format to ethically reference the intellectual property of others.	The new standard requires students to cite sources using a standard format. Proficiency with use of standard citation formats will increase through the grade levels.
12.IP.3 Describe the negative consequences of and use strategies to avoid committing piracy and plagiarism.	9-12.RU.6 Avoid piracy by practicing and advocating for the safe, legal, and responsible use of information and technology. 9-12.RU.3 Analyze and revise personal work to avoid plagiarism.	The new standard requires students to explain negative consequences and apply strategies to about piracy and plagiarism. The complexity of strategies and understanding of negative consequences will increase through the grade levels.
<b>STANDARDS ADDRESSED ELSEWHERE</b>		
	K-5.RU.8 Recognize the principles of intellectual freedom.	Standard may be included in Social Studies when describing the important rights of citizens. Standard is also included in IP.1.
	6-8.RU.8 Discuss the principles of intellectual freedom.	Standard may be included in Social Studies under rights and privileges of individuals. Standard is also included in IP.1.

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STANDARDS ADDRESSED ELSEWHERE		
	9-12.RU.8 Analyze the principle of intellectual freedom as a basic tenet of democracy.	Standard may be included in Social Studies under rights and privileges of individuals. Standard is also included in IP.1.
<b>CREATE AND SHARE</b>		
K.CS.1 With guidance, learn basic features of digital tools.	K-5.MTL.2 Select, with guidance, the appropriate technology to accomplish a goal. K-5.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.	The new standard develops understanding of the basic features of digital tools.
K.CS.2 With guidance, create a physical or digital product.	K-5.MTL.7 Create original products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools.	The new standard focuses on creating a physical or digital product.
K.CS.3 With guidance, share information with others to exchange ideas.	K-5.IAI.10 Collaborate with others to exchange ideas.	The new standard focuses on sharing information.
1.CS.1 With guidance, learn basic features of digital tools.	K-5.MTL.2 Select, with guidance, the appropriate technology to accomplish a goal. K-5.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.	The new standard develops understanding of the basic features of digital tools. Rigor increases from the previous grade with expanded features introduced.
1.CS.2 Independently or collaboratively create a physical or digital product.	K-5.MTL.7 Create original products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools.	The new standard focuses on creating a physical or digital product. Rigor increases from the previous grade with reduced support provided.
1.CS.3 Share information with others to exchange ideas.	K-5.IAI.10 Collaborate with others to exchange ideas.	The new standard focuses on sharing information. Rigor increases from the previous grade with reduced support provided.
2.CS.1 With guidance, use basic features of digital tools to create a product.	K-5.MTL.2 Select, with guidance, the appropriate technology to accomplish a goal. K-5.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.	The new standard develops and applies understanding of the basic features of digital tools. Rigor increases from the previous grade with expanded features introduced.
2.CS.2 Independently or collaboratively, create a physical or digital product.	K-5.MTL.7 Create original products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools.	The new standard focuses on creating a physical or digital product. Rigor increases from the previous grade with reduced support provided.
2.CS.3 Share a product with others to exchange ideas.	K-5.IAI.10 Collaborate with others to exchange ideas.	The new standard focuses on sharing ideas. Rigor increases from the previous grade with reduced support provided.

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<b>CREATE AND SHARE</b>		
3.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)	K-5.MTL.5 Apply current knowledge to the learning of new technologies. K-5.MTL.6 Apply current knowledge to generate new ideas, products, or processes. K-5.MTL.7 Create products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools. K-5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies knowledge of basic features to create a product. Rigor increases from the previous grade as the knowledge of basic features increases. This is similar to the CSCS standard.
3.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	K-5.IAI.8 Apply new knowledge to curricular areas and real-world situations. K-5.IAI.11 Link information and ideas to support a decision or solution.	The new standard requires students to use multiple resources when conducting research and creating their final product.
3.CS.3 With guidance, give and use feedback to improve a product.	K-5.IAI.12 Evaluate the inquiry process based on a decision or solution.	The new standard focuses on providing and receiving feedback that is applied to revise their product.
4.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)	K-5.MTL.5 Apply current knowledge to the learning of new technologies. K-5.MTL.6 Apply current knowledge to generate new ideas, products, or processes. K-5.MTL.7 Create products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools. K-5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies knowledge of basic features to create a product. Rigor increases from the previous grade as the knowledge of basic features increases. This is similar to the CSCS standard.
4.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	K-5.IAI.8 Apply new knowledge to curricular areas and real-world situations. K-5.IAI.11 Link information and ideas to support a decision or solution.	The new standard requires students to use multiple resources when conducting research and creating their final product.
4.CS.3 With guidance, give and use feedback to improve a product.	K-5.IAI.12 Evaluate the inquiry process based on a decision or solution.	The new standard focuses on providing and receiving feedback that is applied to revise their product.

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<b>CREATE AND SHARE</b>		
5.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)	K-5.MTL.5 Apply current knowledge to the learning of new technologies. K-5.MTL.6 Apply current knowledge to generate new ideas, products, or processes. K-5.MTL.7 Create products by using teacher-selected digital resources, tools, and formats. K-5.IAI.9 Organize information using technology and other tools. K-5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies knowledge of basic features to create a product. Rigor increases from the previous grade as the knowledge of basic features increases. This is similar to the CSCS standard.
5.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	K-5.IAI.8 Apply new knowledge to curricular areas and real-world situations. K-5.IAI.11 Link information and ideas to support a decision or solution.	The new standard requires students to use multiple resources when conducting research and creating their final product.
5.CS.3 With guidance, give and use feedback to improve a product.	K-5.IAI.12 Evaluate the inquiry process based on a decision or solution.	The new standard focuses on providing and receiving feedback that is applied to revise their product.
6.CS.1 With guidance, use advanced features of digital tools to create a product.	6-8.IAI.9 Organize and analyze information using technology and other tools. 6-8.MTL.2 Select the appropriate technology to accomplish a goal. 6-8.MTL.7 Create unique products and processes by selecting digital resources, tools, and formats for a real-world task. 6-8.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies the advanced features of digital tools to the creation of an end product.
6.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	6-8.IAI.8 Interpret and apply new knowledge to real world situations. 6-8.IAI.10 Collaborate with others to exchange ideas and develop new understanding.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience.
6.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	6-8.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques. 6-8.MTL.6 Adapt current knowledge to generate new ideas, products, or processes.	The new standard supports the learner in giving and evaluating the usefulness of feedback received improving a product.



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<b>CREATE AND SHARE</b>		
7.CS.1 Use advanced features of digital tools to create a product.	6-8.IAI.9 Organize and analyze information using technology and other tools. 6-8.MTL.2 Select the appropriate technology to accomplish a goal. 6-8.MTL.7 Create unique products and processes by selecting digital resources, tools, and formats for a real-world task.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.
7.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	6-8.IAI.8 Interpret and apply new knowledge to real world situations. 6-8.IAI.10 Collaborate with others to exchange ideas and develop new understanding.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
7.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	6-8.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques. 6-8.MTL.6 Adapt current knowledge to generate new ideas, products, or processes.	The new standard supports the learner in giving and evaluating the usefulness of feedback received improving a product. The amount of support provided will decrease through the grade levels.
8.CS.1 Use advanced features of digital tools to create a product.	6-8.IAI.9 Organize and analyze information using technology and other tools. 6-8.MTL.2 Select the appropriate technology to accomplish a goal. 6-8.MTL.7 Create unique products and processes by selecting digital resources, tools, and formats for a real-world task.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.
8.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	6-8.IAI.8 Interpret and apply new knowledge to real world situations. 6-8.IAI.10 Collaborate with others to exchange ideas and develop new understanding.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
8.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	6-8.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques. 6-8.MTL.6 Adapt current knowledge to generate new ideas, products, or processes.	The new standard supports the learner in giving and evaluating the usefulness of feedback received improving a product. The amount of support provided will decrease through the grade levels.

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9.CS.1 Use advanced features of digital tools to create a product.	9-12.IAI.9 Organize, analyze, and synthesize information using technology and other tools. 9-12.MTL.2 Select the appropriate technology to accomplish a goal. 9-12.MTL.7 Create original products and processes by selecting varied digital resources, tools, and formats for a real-world task. 9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.
9.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	9-12.IAI.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 9-12.MTL.8 Interpret and draw conclusions from information and apply new knowledge to curricular areas and real-world situations.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
9.CS.3 Give and evaluate the usefulness of feedback to improve a product.	9-12.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques and develop strategies for future investigations. 9-12.MTL.6 Transfer current knowledge to generate new ideas, products, or processes.	The new standard focuses on giving and evaluating usefulness of feedback received to improve a product. The quality of feedback given and the skills to evaluate feedback received increase as learners progress through the grades.
10.CS.1 Use advanced features of digital tools to create a product.	9-12.IAI.9 Organize, analyze, and synthesize information using technology and other tools. 9-12.MTL.2 Select the appropriate technology to accomplish a goal. 9-12.MTL.7 Create original products and processes by selecting varied digital resources, tools, and formats for a real-world task. 9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.
10.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	9-12.IAI.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 9-12.MTL.8 Interpret and draw conclusions from information and apply new knowledge to curricular areas and real-world situations.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
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10.CS.3 Give and evaluate the usefulness of feedback to improve a product.	9-12.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques and develop strategies for future investigations. 9-12.MTL.6 Transfer current knowledge to generate new ideas, products, or processes.	The new standard focuses on giving and evaluating usefulness of feedback received to improve a product. The quality of feedback given and the skills to evaluate feedback received increase as learners progress through the grades.
11.CS.1 Use advanced features of digital tools to create a product.	9-12.IAI.9 Organize, analyze, and synthesize information using technology and other tools. 9-12.MTL.2 Select the appropriate technology to accomplish a goal. 9-12.MTL.7 Create original products and processes by selecting varied digital resources, tools, and formats for a real-world task. 9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.
11.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	9-12.IAI.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 9-12.MTL.8 Interpret and draw conclusions from information and apply new knowledge to curricular areas and real-world situations.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
11.CS.3 Give and evaluate the usefulness of feedback to improve a product.	9-12.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques and develop strategies for future investigations. 9-12.MTL.6 Transfer current knowledge to generate new ideas, products, or processes.	The new standard focuses on giving and evaluating usefulness of feedback received to improve a product. The quality of feedback given and the skills to evaluate feedback received increase as learners progress through the grades.
12.CS.1 Use advanced features of digital tools to create a product.	9-12.IAI.9 Organize, analyze, and synthesize information using technology and other tools. 9-12.MTL.2 Select the appropriate technology to accomplish a goal. 9-12.MTL.7 Create original products and processes by selecting varied digital resources, tools, and formats for a real-world task. 9-12.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	The new standard applies the advanced features of digital tools to the creation of an end product. Features used will increase throughout the grade levels.

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<b>Information Literacy</b>	<b>Information and Inquiry</b>	The new standard focuses on strategies, skills, and concepts used to locate, evaluate, and share information with others.
<b>CREATE AND SHARE</b>		
12.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	9-12.IAI.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 9-12.MTL.8 Interpret and draw conclusions from information and apply new knowledge to curricular areas and real-world situations.	The new standard uses multiple resources to create a product individually or collaboratively for a specific audience. The number and complexity the resources will increase throughout the grade levels.
12.CS.3 Give and evaluate the usefulness of feedback to improve a product.	9-12.IAI.12 Evaluate and reflect on the inquiry process using assessment techniques and develop strategies for future investigations. 9-12.MTL.6 Transfer current knowledge to generate new ideas, products, or processes.	The new standard focuses on giving and evaluating usefulness of feedback received to improve a product. The quality of feedback given and the skills to evaluate feedback received increase as learners progress through the grades.
<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
K.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS K.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
K.RU.2 With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication). (CYSEC, CSCS K.SE.2)	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses learning and using authentication methods to access technology. It is related to the CSCS standard regarding authentication methods.
K.RU.3 Understand that not all websites and apps are safe.	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard introduces the concept that unsafe websites and apps exist. It focuses on the computer usage more common at this age.
K.RU.4 With guidance, discuss personal information that is public vs. private.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard introduces the concept that some personal information is public and other information is private.
K.RU.5 With guidance, discuss appropriate times to use technology and times to be screen-free.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.
1.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 1.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
1.RU.2 With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication). (CSCS K.SE.2)	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses on using authentication methods learned to access technology. It is related to the CSCS standard regarding authentication methods.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
1.RU.3 Understand that not all websites and apps are safe.	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard introduces the concept that unsafe websites and apps exist. It focuses on the computer usage more common at this age.
1.RU.4 With guidance, discuss personal information that is public vs. private.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard expands the discussion of private and public personal information started at the previous grade level.
1.RU.5 With guidance, identify appropriate times to use technology and times to be screen-free.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.
2.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 2.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
2.RU.2 With guidance, use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses on learning and using methods to maintain privacy and digital security practices involved with technology. This standard expands the methods beyond the authentication methods learned previously.
2.RU.3 Understand that threats to cybersecurity exist (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on types of cybersecurity threats that exist. This standard is related to the CSCS standard.
2.RU.4 Identify personal information that is public vs. private.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard focuses on identifying private and public personal information.
2.RU.5 Identify appropriate times to use technology and times to be screen-free.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.
3.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 3.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
3.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
3.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on types of cybersecurity threats that exist. The rigor increases as the types of cybersecurity threats identified expands throughout the grades. This standard is related to the CSCS standard.
3.RU.4 Identify situations when private information can be shared online.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard applies the concept developed previously and starts to identify situation in which private information may be shared online.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
3.RU.5 Understand the importance of balancing media and non-media activities.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.
4.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 4.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
4.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
4.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on types of cybersecurity threats that exist. The rigor increases as the types of cybersecurity threats identified expands throughout the grades. This standard is related to the CSCS standard.
4.RU.4 Understand there are risks related to sharing private information online (e.g., identity theft, data collections, and personal safety).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard focuses on risks involved with sharing private information online.
4.RU.5 Evaluate the amount of time using media.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.
5.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 5.RU.4)	K-5.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
5.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
5.RU.3 Identify strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	K-5.RU.10 Identify safe behaviors in personal and electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on types of cybersecurity threats that exist. The rigor increases as the types of cybersecurity threats identified expands throughout the grades. This standard is related to the CSCS standard.
5.RU.4 Identify risks related to sharing public information online (e.g., identity theft, data collection, and personal safety).	K-5.RU.11 Identify safe and unsafe practices for sharing personal information.	This standard expands the identification of risks involved with sharing private information online that started in the previous grade level.
5.RU.5 Identify strategies for media balance.	K-5.RU.7 Recognize examples of the impact of technology on society.	This standard focuses on the balance with use of technology and being screen-free. This was part of the examples of the existing standards.



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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
6.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 6.RU.4)	6-8.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
6.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
6.RU.3 With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on the use of strategies to prevent cybersecurity threats.
6.RU.4 Discuss benefits vs. risks related to sharing personal information online (e.g., identity theft, data collection, and personal safety).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices. 6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard expands the concept developed in the previous grade by discussing the benefits and risks of sharing personal information online.
6.RU.5 Compare and contrast strategies for personal media balance.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The new standard focuses on development of an understanding of the importance of balancing media use.
7.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 7.RU.4)	6-8.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
7.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
7.RU.3 Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on the use of strategies to prevent cybersecurity threats. The rigor increases as the strategies used to prevent cybersecurity threats expand throughout the grades.
7.RU.4 Evaluate benefits vs. risks related to sharing personal information online (e.g., identity theft, data collection, and personal safety).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices. 6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	This standard expands the concept developed in the previous grade by evaluating the benefits and risks of sharing personal information online.
7.RU.5 Evaluate personal media usage and apply strategies to create media balance.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The new standard focuses on development of an understanding of the importance of balancing media use.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
8.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 8.RU.4)	6-8.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
8.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
8.RU.3 Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collections, identity theft).	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	This standard expands the background knowledge presented in the previous grades. It focuses on the use of strategies to prevent cybersecurity threats. The rigor increases as the strategies used to prevent cybersecurity threats expand throughout the grades.
8.RU.4 Evaluate benefits vs. risks related to sharing personal information online (e.g., identity theft, data collection, and personal safety).	6-8.RU.11 Apply safe practices for sharing personal information and explain the implications of unsafe practices. 6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	This standard expands the concept developed in the previous grade by expanding the evaluation of the benefits and risks of sharing personal information online. This grade level will add types of personal information evaluated.
8.RU.5 Evaluate personal media usage and apply strategies to create media balance.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The new standard focuses on development of an understanding of the importance of balancing media use.
9.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)	9-12.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
9.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
9.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collections, identity theft).	9-12.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard focuses on learners may use to protect themselves against cybersecurity threats.
9.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	This standard asks students to apply the knowledge of cybersecurity threats gained in the previous grades to manage and monitor the sharing of personal information online.
9.RU.5 Evaluate personal media usage and apply strategies to create media balance.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on development of an understanding of the importance of balancing media use.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
10.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)	9-12.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
10.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
10.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collections, identity theft).	9-12.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard focuses on learners may use to protect themselves against cybersecurity threats.
10.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	This standard asks students to apply the knowledge of cybersecurity threats gained in the previous grades to manage and monitor the sharing of personal information online. The rigor increases with the increased online activity of the students and the variety of websites and apps used.
10.RU.5 Evaluate personal media usage and apply strategies to create media balance.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on balancing media use.
11.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)	9-12.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.
11.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
11.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collections, identity theft).	9-12.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard focuses on strategies learners may use to protect themselves against cybersecurity threats.
11.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	This standard asks students to apply the knowledge of cybersecurity threats gained in the previous grades to manage and monitor the sharing of personal information online. The rigor increases with the increased online activity of the students and the variety of websites and apps used.
11.RU.5 Evaluate personal media usage and apply strategies to create media balance.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on balancing media use.
12.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)	9-12.RU.5 Comply with acceptable use policies.	This standard focuses on understanding why students need to follow responsible & acceptable use policies. The standard is related to the CSCS standard.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>RESPONSIBLE USE</b>		
12.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	The standard focuses on using methods to maintain privacy and digital security. The types of methods used will expand as the types of access needed and technology used increases throughout the grade levels.
12.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collections, identity theft).	9-12.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard focuses on strategies learners may use to protect themselves against cybersecurity threats. This standard is related to the CSCS standard.
12.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	9-12.RU.11 Advocate and use safe practices for sharing personal information.	This standard asks students to apply the knowledge of cybersecurity threats gained in the previous grades to manage and monitor the sharing of personal information online. The rigor increases with the increased online activity of the students and the variety of websites and apps used.
12.RU.5 Evaluate personal media usage and apply strategies to create media balance.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on balancing media use.
<b>SOCIAL INTERACTION</b>		
K.SI.1 With guidance, use technology to share thinking. (CSCS K.SI.1)	K-5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and access.	The standard focuses on use of technology to share ideas. The standard is similar to the CSCS standard.
K.SI.2 With guidance, discuss how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
K.SI.3 With guidance, recognize inappropriate online behavior and how to report it.	K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on identification of inappropriate online behaviors and reporting those behaviors.
1.SI.1 With guidance, use technology to share thinking. (CSCS 1.SI.1)	5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and access.	The standard focuses on use of technology to share ideas. The standard is similar to the CSCS standard.
1.SI.2 With guidance, discuss how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
1.SI.3 With guidance, recognize inappropriate online behavior and how to report it.	K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on identification of inappropriate online behaviors and reporting those behaviors.
2.SI.1 Use technology to share thinking. (CSCS 1.SI.1)	5.MTL.11 Use technology to gather and share information with a variety of audiences in ways that others can view, use, and access.	The standard focuses on use of technology to share ideas. The standard is similar to the CSCS standard.
2.SI.2 Explain how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
2.SI.3 Recognize and report inappropriate online behavior.	K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on identification of inappropriate online behaviors and reporting those behaviors.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>SOCIAL INTERACTION</b>		
3.SI.1 With guidance, use collaborative technologies to gather and share information. (CSCS 7.SI.1)	K-5.IAI.10 Collaborate with others to exchange ideas.	The standard focuses on learning about the variety of collaborative technologies that may be used. This standard is similar to the CSCS standard.
3.SI.2 Explain how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
3.SI.3 Identify various forms of cyberbullying (e.g., hacking, harassing, outing, flaming) and reporting strategies.	K-5.RU.12 Define cyberbullying and identify prevention strategies.	The standard focuses on the identification of forms of cyberbullying.
4.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	K-5.IAI.10 Collaborate with others to exchange ideas.	The standard focuses on use of collaborative technologies to gather and share information. This standard is similar to the CSCS standard.
4.SI.2 Understand how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
4.SI.3 Identify cyberbullying prevention and reporting strategies. (CSCS 4.RU.2)	K-5.RU.12 Define cyberbullying and identify prevention strategies.	The standard focuses on the identification of the strategies for prevent and report cyberbullying. It builds on the background knowledge developed in the previous grade where students identified types of cyberbullying. This is similar to the CSCS standard.
5.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	K-5.IAI.10 Collaborate with others to exchange ideas.	The standard focuses on use of collaborative technologies to gather and share information. This standard is similar to the CSCS standard.
5.SI.2 Understand how social interactions can impact self and others.	K-5.RU.9 Define and use digital etiquette.	The standard focuses on the impact of social interactions both on and offline.
5.SI.3 Demonstrate cyberbullying prevention and reporting strategies.	K-5.RU.12 Define cyberbullying and identify prevention strategies.	The standard focuses on the applying the strategies to prevent and report cyberbullying that were developed in the previous grade level.
6.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	6-8.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on use of collaborative technologies to both gather and share information. This standard is similar to the CSCS standard.
6.SI.2 Determine the cause and effect of social interactions on self and others.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction. 6-8.RU.9 Determine and use appropriate digital etiquette for a variety of situations.	The standard focuses on the impact of social interactions both on and offline.
6.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard expands the focus to include different situations students may experience online and identifying ways to handle those situations.



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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>SOCIAL INTERACTION</b>		
7.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	6-8.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on use of collaborative technologies to both gather and share information. Rigor of the standard increases throughout grade levels as the types of technologies used increase and with the types of information shared and gathered. This standard is similar to the CSCS standard.
7.SI.2 Determine the cause and effect of social interactions on self and others.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction. 6-8.RU.9 Determine and use appropriate digital etiquette for a variety of situations.	The standard focuses on the impact of social interactions both on and offline.
7.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard expands the focus to include different situations students may experience online and identifying ways to handle those situations. Rigor increases throughout the grade levels based upon the increased types of situations and responses.
8.SI.1 Use collaborative technologies to gather and share information. (CSCS 8.SI.1)	6-8.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on use of collaborative technologies to both gather and share information. Rigor of the standard increases throughout grade levels as the types of technologies used increase and with the types of information shared and gathered. This standard is similar to the CSCS standard.
8.SI.2 Determine the cause and effect of social interactions on self and others.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction. 6-8.RU.9 Determine and use appropriate digital etiquette for a variety of situations.	The standard focuses on the impact of social interactions both on and offline.
8.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	6-8.RU.12 Promote cyberbullying awareness and apply prevention strategies.	The new standard expands the focus to include different situations students may experience online and identifying ways to handle those situations. Rigor increases throughout the grade levels based upon the increased types of situations and responses.
9.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	9-12.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on using the collaborative technology to communicate, expand perspectives, and work toward common goals.
9.SI.2 Demonstrate and promote positive social interactions between self and others.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard focuses on the impact of social interactions both on and offline.
9.SI.3 Demonstrate respect and integrity online.	9-12.RU.9 Use appropriate digital etiquette in a variety of situations. 9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on the use of respect and honesty, and honorably while online. This standard combines previous standards and builds on standard SI.2.



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<b>SOCIAL INTERACTION</b>		
10.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	9-12.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on using the collaborative technology to communicate, expand perspectives, and work toward common goals.
10.SI.2 Demonstrate and promote positive social interactions between self and others.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard focuses on the impact of social interactions both on and offline.
10.SI.3 Demonstrate respect and integrity online.	9-12.RU.9 Use appropriate digital etiquette in a variety of situations. 9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on the use of respect, honesty, and integrity while online. This standard combines previous standards and builds on standard SI.2.
11.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	9-12.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on using the collaborative technology to communicate, expand perspectives, and work toward common goals.
11.SI.2 Demonstrate and promote positive social interactions between self and others.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard focuses on the impact of social interactions both on and offline.
11.SI.3 Demonstrate respect and integrity online.	9-12.RU.9 Use appropriate digital etiquette in a variety of situations. 9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on the use of respect, honesty, and integrity while online. This standard combines previous standards and builds on standard SI.2.
12.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	9-12.MTL.10 Use technology to participate and collaborate as a member of a social and intellectual network of learners.	The new standard focuses on using the collaborative technology to communicate, expand perspectives, and work toward common goals.
12.SI.2 Demonstrate and promote positive social interactions between self and others.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard focuses on the impact of social interactions both on and offline.
12.SI.3 Demonstrate respect and integrity online.	9-12.RU.9 Use appropriate digital etiquette in a variety of situations. 9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The new standard focuses on the use of respect, honesty, and integrity while online. This standard combines previous standards and builds on standard SI.2.
<b>DIGITAL IDENTITY</b>		
K.DI.1 With guidance, understand what a digital identity is.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard introduces students to the concept of a digital identity.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>DIGITAL IDENTITY</b>		
1.DI.1 With guidance, understand what a digital identity is and recognize that using technology builds one's digital identity.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard introduces students to the concept of a digital identity and how it is formed.
2.DI.1 With guidance, understand what a digital identity is and recognize that using technology builds one's digital identity.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard introduces students to the concept of a digital identity and how it is formed.
3.DI.1 Recognize that using technology builds one's digital identity.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on learning how use of technology forms the digital identity.
4.DI.1 Recognize that using technology builds one's digital identity.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on learning how use of technology forms the digital identity. Rigor increases with the variety of technology used by the students as they progress through the grades and how that technology is used.
5.DI.1 Recognize that using technology builds one's digital identity.	K-5.RU.11 Identify safe and unsafe practices for sharing personal information. K-5.RU.10 Identify safe behaviors in personal electronic communication and interaction.	The standard focuses on learning how use of technology forms the digital identity. Rigor increases with the variety of technology used by the students as they progress through the grades and how that technology is used.
6.DI.1 Reflect on online activities and determine how they may impact one's digital identity online and offline.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The standard has learners reflect upon their use of technology and the impact on their digital identity both online and offline.
7.DI.1 Evaluate one's digital identity and its impact online and offline.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The standard has learners evaluate their digital identity based upon their use of technology and examine the impact of their digital identity on and offline.
8.DI.1 Evaluate one's digital identity and its impact online and offline.	6-8.RU.10 Practice safe and ethical behaviors in personal electronic communication and interaction.	The standard has learners evaluate their digital identity based upon their use of technology and examine the impact of their digital identity on and offline.
9.DI.1 Evaluate one's digital identity and, with guidance create a positive online presence.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard has learners evaluate their digital identity based upon their use of technology and examine the impact of their digital identity on and offline.
10.DI.1 Evaluate one's digital identity and strengthen one's positive online presence.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard has learners evaluate their digital identity based upon their use of technology and examine the impact of their digital identity on and offline.

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<b>Digital Citizenship</b>		New standards focus on the appropriate use of technology.
<b>DIGITAL IDENTITY</b>		
11.DI.1 Evaluate one's digital identity and strengthen one's positive online presence.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard has learners evaluate their digital identify based upon their use of technology and examine the impact of their digital identity on and offline.
12.DI.1 Evaluate one's digital identity and strengthen one's positive online presence.	9-12.RU.10 Apply safe and ethical behaviors to personal electronic communication and interaction.	The standard has learners evaluate their digital identify based upon their use of technology and examine the impact of their digital identity on and offline.

## TECHNOLOGY STANDARDS ARE ADDRESSED IN THE CYBERSECURITY AND COMPUTER STANDARDS

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>TECHNOLOGY STANDARDS</b>		
	K-5.MTL.1 Define and use grade-appropriate media and technology terminology in context.	Standard is included in CSCS standard HS.1.
	K-5.MTL.4 Troubleshoot minor technology systems and applications with guidance.	Standard is included in CSCS standard T.1.
	K-5.MTL.8 Use models and simulations to investigate systems and ideas.	Standard is included in CSCS standard HS.1.
	K-5.MTL.9 Recognize past, present, and future technologies.	Standard is included in CSCS standard IC.1.
	K-5.RU.4 Demonstrate respect for and proper use of materials and technology.	Standard is included in the Technology Systems standards within the CSCS standards.
	6-8.MTL.1 Define and use grade-appropriate media and technology terminology in context.	Standard is included in the Technology Systems standards within the CSCS standards.
	6-8.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.	Standard is included in the Computational Thinking standards within the CSCS standards.
	6-8.MTL.4 Use a variety of strategies to troubleshoot systems and applications with guidance.	Standard is included in CSCS standard T.1.
	6-8.MTL.5 Adapt current knowledge to the learning of new technologies.	Standard is included in the Technology Systems standards within the CSCS standards.
	6-8.MTL.8 Use models and simulations to investigate and explain systems and issues.	Standard is included within the instruction of the Science and Mathematics Standards.
	6-8.MTL.9 Investigate past, present, and future technology trends and forecast possibilities.	Standard is included in the CSCS standard IC.1.
	6-8.RU.7 Explain the past, present, and possible future impact of technology on society.	Standard is included in the Impacts of computing standards withing the CSCS standards.

2022 LIBRARY MEDIA STANDARDS	2012 LIBRARY AND TECHNOLOGY STANDARDS	DIFFERENCES
<b>TECHNOLOGY STANDARDS</b>		
	6-8.MTL.1 Define and use grade-appropriate media and technology terminology in context.	Standard is included throughout the CSCS standards as the skills and concepts within the standards are taught.
	6-8.MTL.3 Perform grade-appropriate operations using technology to accomplish a goal.	Standard is included in the Computational Thinking standards within the CSCS standards.
	6-8.MTL.4 Use a variety of strategies to troubleshoot systems and applications with guidance.	Standard is included in the CSCS standard T.1.
	6-8.MTL.5 Adapt current knowledge to the learning of new technologies.	Standard is included in the Technology Systems standards of the CSCS standards.
	6-8.MTL.8 Use models and simulations to investigate and explain systems and issues.	Standard is included within the instruction of the Science and Mathematics standards.
	6-8.MTL.9 Investigate past, present, and future technology trends and forecast possibilities.	Standard is included in the CSCS standard CI.1.
	9-12.RU.7 Explain the past, present, and possible future impact of technology on society.	Standard is included in CSCS standard IC.1 and SI.1.
	9-12.MTL.1 Define and use grade-appropriate media and technology terminology in context.	Standard is included throughout the CSCS standards (e.g., HS.3, T.1).
	9-12.MTL.3 Perform appropriate operations using technology to accomplish a goal.	Standard is addressed in the Computational Thinking standards within the CSCS standards.
	9-12.MTL.4 Configure, use, and troubleshoot technology systems and applications.	Standard is included in CSCS standard T.1.
	9-12.MTL.5 Transfer current knowledge to the learning of new technologies.	Standard is included in the Technology Systems standards within the CSCS standards.
	9-12.MTL.8 Use models and simulations to investigate and explain complex systems and issues.	Standard is included in CSCS standard DCA.1. This standard is also included in the instruction of the Science and Mathematics standards.
	9-12.MTL.9 Analyze past, present, and future technologies.	Standard is included in CSCS standard IC.1 and SI.1.