NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota
Library Media Content Standards
Grades K–12
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North Dakota Department of Public Instruction
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Contents

NORTH DAKOTA LIBRARY MEDIA CONTENT STANDARDS WRITING COMMITTEE 4
NORTH DAKOTA LIBRARY MEDIA CONTENT STANDARDS REVIEW COMMITTEE 4
PROJECT SUPPORT STAFF 4
SUPERINTENDENT'S FOREWORD 5
INTRODUCTION 6
HOW TO READ THE STANDARDS 7
RESOURCES 8
LEARNING PROGRESSIONS 9
KINDERGARTEN – SECOND GRADE 10
THIRD – FIFTH GRADE 13
SIXTH – EIGHTH GRADE 16
NINTH – TWELFTH GRADE 20
STANDARDS BY GRADE LEVEL 24
KINDERGARTEN STANDARDS 25
FIRST GRADE STANDARDS 26
SECOND GRADE STANDARDS 27
THIRD GRADE STANDARDS 28
FOURTH GRADE STANDARDS 29
FIFTH GRADE STANDARDS 30
SIXTH GRADE STANDARDS 31
SEVENTH GRADE STANDARDS 32
EIGHTH GRADE STANDARDS 33
NINTH GRADE STANDARDS 34
TENTH GRADE STANDARDS 35
ELEVENTH GRADE STANDARDS 36
TWELFTH GRADE STANDARDS 37
GLOSSARY OF TERMS 38

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SUPERINTENDENT'S FOREWORD

Our North Dakota schools strive to prepare students for the world they live in today and in the future. Students live in an information-rich era. They need not only to access information but evaluate that information for accuracy, credibility, authenticity, and purpose. Since much of the data is available online, students face the challenges of safely interacting within the digital environment. As vital, is the value of inspiring students in the state of North Dakota to pursue their passions based on curiosity, needs, and interests through lifelong reading, research, and learning.

These new library media content standards, drafted by school librarians throughout North Dakota, provide students with the skills to access information for personal and academic investigations while developing and protecting their digital identity. The new standards strengthen foundational personal literacy skills while looking toward the future.

While North Dakota content standards represent a statewide reference point for teaching personal, informational, and digital literacy skills, local school districts are encouraged to use them as a guide for developing their local, customized curriculum.

The North Dakota State Library and the North Dakota Department of Public Instruction worked jointly with school librarians to start the content standards work in February 2022. This work continued through September 2022, producing drafts made available for public comment and generating valuable opinions from librarians, teachers, administrators, parents, and the community. Additionally, the team referenced the 2019 North Dakota Computer Science and Cybersecurity content standards to help students navigate the challenges of the digital world.

A review committee consisting of interested people from the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to reviewing the draft standards and providing recommendations to the writing committee.

No one is better qualified to prepare the library learning standards for our schools than our librarians. Their work on this document exemplifies the best in North Dakota education – North Dakota librarians writing statewide standards openly, transparently, and collaboratively.

Each writing committee member deserves our thanks for their extensive research, analysis, and deliberations. Thanks to their work, these standards are ready to be used in schools throughout the state.

INTRODUCTION

The vision of the State of North Dakota is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful. Inspired by this vision, the writing team focused on creating relevant, timely, and authentic library media standards. The writing team used guiding principles and philosophy rooted in the American Library Association Bill of Rights, American Association of School Librarians Common Beliefs, and the Association of College and Research Libraries Framework for Information Literacy for Higher Education. We envisioned standards that would afford students the opportunity to build personal literacy, information literacy, and digital citizenship skills. They believe these skills are integrated and taught with other content areas using print and digital resources, including multiple grade levels and interdisciplinary and cross-curricular best practices. These standards span numerous years, with rigor increasing naturally as learners' interests and abilities grow. Banded strands were not utilized as these standards are taught every year.

As educators, we are preparing students for a future we cannot yet imagine. We empower students to become lifelong learners by providing them with the skills to face future challenges resourcefully and creatively. Intellectual freedom is a right shared by every reader and the foundation of all library instruction. School librarians provide a bridge between personal literacy, information literacy, digital citizenship, and other disciplines, making the library a necessary component of every learning community. Each school should have a certified library media specialist uniquely qualified to model and encourage literacy and research and help prepare learners to tackle the information challenges they face beyond their elementary and secondary education experiences. Reading for information and pleasure is the foundation for this competency beyond school walls. In addition, all learners should have equitable access to technology, which should be woven into classroom instruction.

Standards Development Process

The North Dakota Library Media Content Standards were written through a multi-phase process. State Superintendent Baesler established a statewide committee through an application process looking for a diverse group of library educators from across the state. The committee included K-12 and post-secondary library media specialists and library directors from various districts. Over four multi-day sessions, the committee developed a new set of standards to guide library media instruction.

The content standards assist districts in developing curriculum, scope, and sequence. The standards do not define how teachers teach but rather provide a guide for school districts to use, as curriculum development is a school district's responsibility. The committee utilized multiple established resources, including the North Dakota Computer Science and Cybersecurity Standards (2019) and the North Dakota English Language Arts & Literacy Content Standards (2017).

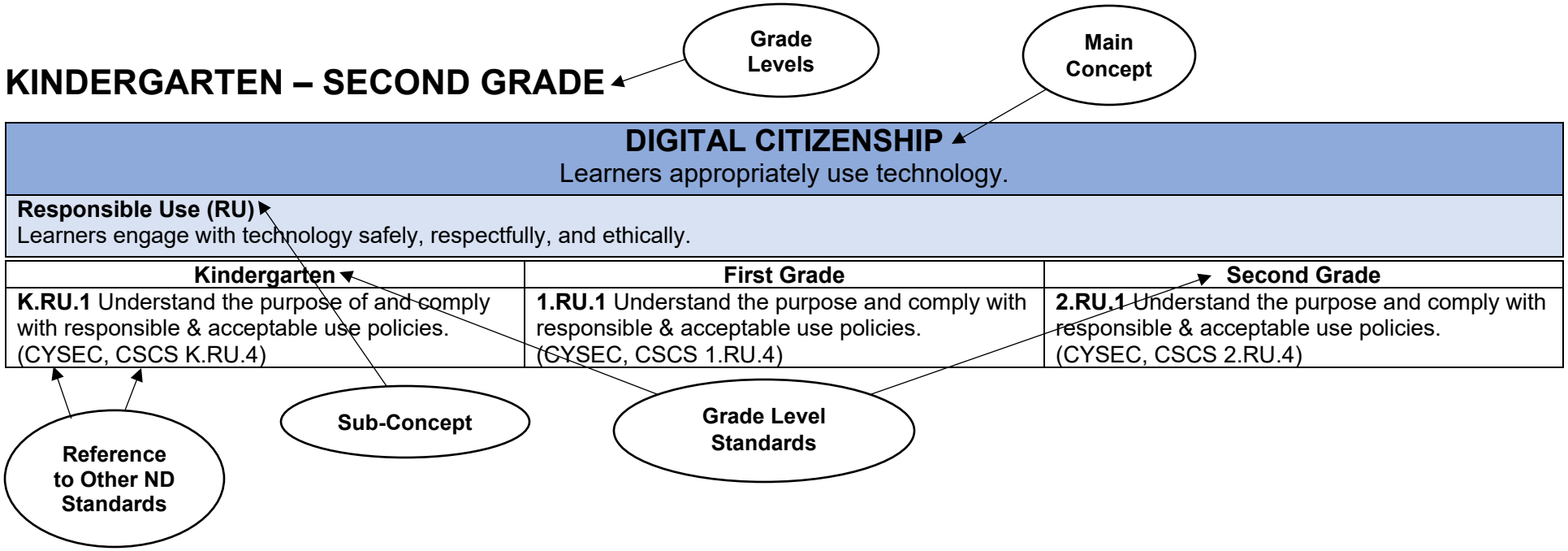
After the development of the standards, two rounds of input from public comments and the content standards review committee assisted with providing feedback on the proposed content standards. The writing committee began working in February 2022 and completed work in September 2022.

Intended Audience

K-12 library media specialists throughout the state use the North Dakota Library Media Content Standards to guide instruction development. Classroom teachers also utilize the standards to help guide information literacy and digital citizenship/technology instruction. District curriculum planners and school administrators refer to the content standards to structure the curriculum for library instruction and the other curricular areas the library media standards support.

HOW TO READ THE STANDARDS

The standards are organized with three main concepts (Personal Literacy, Informational Literacy, and Digital Citizenship), broken into smaller sub-concepts under each main concept, and finally into individual standards under each sub-concept.



CYSEC – Cybersecurity Standards

CSCS – ND Computer Science and Cybersecurity Standards

RESOURCES

- AASL Standards Framework for Learners. (2017)
- ISTE Standards: Students. (2016)
- Framework for Information Literacy in Higher Education. (2016)
- Guidelines for Library Media Programs in Louisiana Schools. (2020)
- North Dakota Computer Science and Cybersecurity Standards K-12. (2019)
- Ohio's Library Guidelines for Learners. (2021)

LEARNING PROGRESSIONS
KINDERGARTEN – TWELFTH GRADE

KINDERGARTEN – SECOND GRADE

PERSONAL LITERACY Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.		
Explore (EX) Learners discover topics, authors, and genres in various formats.		
Kindergarten	**First Grade**	**Second Grade**
K.EX.1 Explore topics of interest.	**1.EX.1** Explore favorite topics and authors.	**2.EX.1** Describe similarities and differences among various topics and authors.
K.EX.2 Explore various formats (e.g., print, eBook, audiobook).	**1.EX.2** Explore various formats (e.g., print, eBook, audiobook).	**2.EX.2** Explore various formats (e.g., print, eBook, audiobook).
Select (S) Learners choose and locate materials using various methods.		
K.S.1 With guidance, explore the physical and digital library layout to select materials.	**1.S.1** Explore the physical and digital library layout to select materials.	**2.S.1** With guidance, use the physical and digital library layout to select materials.
K.S.2 With guidance, use strategies to select materials based on personal interests and experiences.	**1.S.2** With guidance, use strategies to select materials based on personal interests and experiences.	**2.S.2** With guidance, use strategies to select materials based on personal interests and experiences.
Read and Engage (RE) Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.		
K.RE.1 With guidance, read, view, or listen to materials based on curiosity, needs, and interests.	**1.RE.1** With guidance, read, view, or listen to materials based on curiosity, needs, and interests.	**2.RE.1** With guidance, read, view, or listen to materials based on curiosity, needs, and interests.
K.RE.2 With guidance, share reflections, reactions, and connections to materials with others.	**1.RE.2** With guidance, share reflections, reactions, and connections to materials with others.	**2.RE.2** With guidance, share reflections, reactions, and connections to materials with others.

KINDERGARTEN – SECOND GRADE

INFORMATIONAL LITERACY Learners inquire about, access, evaluate, create, and share information effectively and ethically.		
Inquire (I) Learners consider prior knowledge and learning interests to explore information.		
K.I.1 With guidance, determine what is known and not known about a topic (e.g., KWL chart).	**1.I.1** With guidance, determine what is known and not known about a topic (e.g., KWL chart).	**2.I.1** Determine what is known and not known about a topic.
		2.I.2 With guidance, identify keywords about a topic.
Access (A) Learners use effective search strategies to locate information.		
K.A.1 With guidance, locate information in teacher-selected resources.	**1.A.1** With guidance, locate information in teacher-selected resources.	**2.A.1** Locate information in teacher-selected resources.
K.A.2 Understand that sources can be in various formats (e.g., print, digital, graphic).	**1.A.2** With guidance, locate and explore sources in various formats.	**2.A.2** With guidance, locate and explore sources in various formats.
Evaluate (E) Learners examine and select information sources based on relevancy, authority, accuracy, currency, and purpose.		
K.E.1 With guidance, identify facts and opinions.	**1.E.1** With guidance, identify facts and opinions.	**2.E.1** Identify facts and opinions.
		2.E.2 With guidance, determine the purpose of content: to inform, to influence, or to entertain.
Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
K.IP.1 Discuss that creative works have owners. (CSCS K.IP.1)	**1.IP.1** Understand that creative works have owners. (CSCS 1.IP.1)	**2.IP.1** Understand that creative works are protected by law.
K.IP.2 Understand that credit is given to the creator of an original work. (CSCS K.IP.2)	**1.IP.2** With guidance, give credit to the creator of an original work. (CSCS 1.IP.2)	**2.IP.2** Give credit to the creator of an original work. (CSCS 1.IP.2)
Create and Share (CS) Learners curate, produce, and share information in various media for an intended audience.		
K.CS.1 With guidance, learn basic features of digital tools.	**1.CS.1** With guidance, learn basic features of digital tools.	**2.CS.1** With guidance, use basic features of digital tools to create a product.
K.CS.2 With guidance, create a physical or digital product.	**1.CS.2** Independently or collaboratively create a physical or digital product.	**2.CS.2** Independently or collaboratively create a physical or digital product.
K.CS.3 With guidance, share information with others to exchange ideas.	**1.CS.3** Share information with others to exchange ideas.	**2.CS.3** Share a product with others to exchange ideas.

KINDERGARTEN – SECOND GRADE

DIGITAL CITIZENSHIP Learners appropriately use technology.		
Responsible Use (RU) Learners engage with technology safely, respectfully, and ethically.		
Kindergarten	**First Grade**	**Second Grade**
K.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS K.RU.4)	**1.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 1.RU.4)	**2.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 2.RU.4)
K.RU.2 With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication). (CYSEC, CSCS K.SE.2)	**1.RU.2** With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication). (CYSEC, CSCS K.SE.2)	**2.RU.2** With guidance, use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
K.RU.3 Understand that not all websites and apps are safe.	**1.RU.3** Understand that not all websites and apps are safe.	**2.RU.3** Understand that threats to cybersecurity exist (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)
K.RU.4 With guidance, discuss personal information that is public vs. private.	**1.RU.4** With guidance, discuss personal information that is public vs. private.	**2.RU.4** Identify personal information that is public vs. private.
K.RU.5 With guidance, discuss appropriate times to use technology and times to be screen-free.	**1.RU.5** With guidance, identify appropriate times to use technology and times to be screen-free.	**2.RU.5** Identify proper times to use technology and times to be screen-free.
Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.		
K.SI.1 With guidance, use technology to share thinking. (CSCS K.SI.1)	**1.SI.1** With guidance, use technology to share thinking. (CSCS 1.SI.1)	**2.SI.1** Use technology to share thinking. (CSCS 1.SI.1)
K.SI.2 With guidance, discuss how social interactions can impact self and others.	**1.SI.2** With guidance, discuss how social interactions can impact self and others.	**2.SI.2** Explain how social interactions can impact self and others.
K.SI.3 With guidance, recognize inappropriate online behavior and how to report it.	**1.SI.3** With guidance, recognize inappropriate online behavior and how to report it.	**2.SI.3** Recognize and report inappropriate online behavior.
Digital Identity (DI) Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.		
K.DI.1 With guidance, understand digital identity.	**1.DI.1** With guidance, understand digital identity and recognize that using technology builds one's digital identity.	**2.DI.1** With guidance, understand digital identity and recognize that using technology builds one's digital identity.

THIRD – FIFTH GRADE

PERSONAL LITERACY Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.		
Explore (EX) Learners explore topics, authors, and genres in various formats.		
Third Grade	**Fourth Grade**	**Fifth Grade**
3.EX.1 Explore topics, authors, and genres.	**4.EX.1** Explore and identify various topics, authors, and genres.	**5.EX.1** Describe similarities and differences among various topics, authors, and genres.
3.EX.2 Use various formats and explore features.	**4.EX.2** Use various formats and explore features.	**5.EX.2** Use various formats and explore features.
Select (S) Learners choose and locate materials using various methods.		
3.S.1 With guidance, use the catalog or other resources to locate materials in the physical and digital library space.	**4.S.1** Use the catalog or other resources to locate materials in the physical and digital library space.	**5.S.1** Use the catalog or other resources to locate materials in the physical and digital library space.
3.S.2 Use strategies to select materials based on personal interests and experiences.	**4.S.2** Use strategies to select materials based on personal interests and experiences.	**5.S.2** Use strategies to select materials based on personal interests and experiences.
Read and Engage (RE) Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.		
3.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	**4.RE.1** Read, view, or listen to various materials based on curiosity, needs, and interests.	**5.RE.1** Read, view, or listen to various materials based on curiosity, needs, and interests.
3.RE.2 Share reflections, reactions, and connections to materials with others.	**4.RE.2** Share reflections, reactions, and connections to materials with others.	**5.RE.2** Share reflections, reactions, and connections to materials with others.

THIRD – FIFTH GRADE

INFORMATIONAL LITERACY Learners inquire about, access, evaluate, create, and share information effectively and ethically.		
Inquire (I) Learners consider prior knowledge and learning interests to explore information.		
Third Grade	**Fourth Grade**	**Fifth Grade**
3.I.1 With guidance, create questions based on a topic, problem, or need.	**4.I.1** With guidance, create questions based on a topic, problem, or need.	**5.I.1** Create questions based on a topic, problem, or need.
3.I.2 With guidance, identify keywords from research questions.	**4.I.2** With guidance, identify keywords from research questions.	**5.I.2** Identify keywords from research questions.
Access (A) Learners use effective search strategies to locate information.		
3.A.1 With guidance, use basic search strategies with teacher-selected sources. (CSCS 3.A.1)	**4.A.1** Use basic search strategies with teacher-selected sources. (CSCS 3.A.1)	**5.A.1** Refine one's search to improve results. (CSCS 5.A.1)
3.A.2 With guidance, use teacher-selected sources to access information.	**4.A.2** Use teacher-selected sources to access information.	**5.A.2** Use a combination of teacher- and student-selected sources to access information.
Evaluate (E) Learners examine and select information sources based on relevancy, authority, accuracy, currency, and purpose.		
3.E.1 Identify facts and opinions.	**4.E.1** With guidance, understand that biases exist and distinguish between facts and opinions in various sources.	**5.E.1** With guidance, understand that biases exist and distinguish between facts and opinions in various sources.
3.E.2 With guidance, identify relevancy, accuracy, and purpose.	**4.E.2** With guidance, identify relevancy, authority, accuracy, currency, and purpose.	**5.E.2** Identify relevancy, authority, accuracy, currency, and purpose.
Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
3.IP.1 Define copyright and fair use. (CSCS 3.IP.1)	**4.IP.1** With guidance, demonstrate an understanding of copyright and fair use. (CSCS 4.IP.1)	**5.IP.1** With guidance, demonstrate an understanding of copyright and fair use. (CSCS 5.IP.1)
3.IP.2 With guidance, identify the elements of a citation. (CSCS 3.IP.2)	**4.IP.2** With guidance, create a citation. (CSCS 4.IP.2)	**5.IP.2** With guidance, cite various sources using appropriate formats.
3.IP.3 Understand the concepts of piracy and plagiarism.	**4.IP.3** With guidance, use strategies to avoid piracy and plagiarism. (CSCS 4.IP.3)	**5.IP.3** Use strategies to avoid piracy and plagiarism.
Create and Share (CS) Learners curate, produce, and share information in various media for an intended audience.		
3.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)	**4.CS.1** Use basic features of digital tools to create a product. (CSCS 3.C.1)	**5.CS.1** Use basic features of digital tools to create a product. (CSCS 3.C.1)
3.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	**4.CS.2** With guidance, use multiple resources to create an independent or collaborative product for an intended audience.	**5.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.
3.CS.3 With guidance, give and use feedback to improve a product.	**4.CS.3** With guidance, give and use feedback to improve a product.	**5.CS.3** With guidance, give and use feedback to improve a product.

THIRD – FIFTH GRADE

DIGITAL CITIZENSHIP Learners appropriately use technology.		
Responsible Use (RU) Learners engage with technology safely, respectfully, and ethically.		
Third Grade	**Fourth Grade**	**Fifth Grade**
3.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 3.RU.4)	**4.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 4.RU.4)	**5.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 5.RU.4)
3.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**4.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**5.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
3.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	**4.RU.3** With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)	**5.RU.3** Identify strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)
3.RU.4 Identify situations when private information can be shared online.	**4.RU.4** Understand there are risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).	**5.RU.4** Identify risks of sharing private information online (e.g., identity theft, data collection, and personal safety).
3.RU.5 Understand the importance of balancing media and non-media activities.	**4.RU.5** Evaluate the use of media time.	**5.RU.5** Identify strategies for media balance.
Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.		
3.SI.1 With guidance, use collaborative technologies to gather and share information. (CSCS 7.SI.1)	**4.SI.1** Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	**5.SI.1** Use collaborative technologies to gather and share information. (CSCS 7.SI.1)
3.SI.2 Explain how social interactions can impact self and others.	**4.SI.2** Understand how social interactions can impact self and others.	**5.SI.2** Understand how social interactions can impact self and others.
3.SI.3 Identify various forms of cyberbullying (e.g., hacking, harassing, outing, flaming) and reporting strategies.	**4.SI.3** Identify cyberbullying prevention and reporting strategies. (CSCS 4.RU.2)	**5.SI.3** Demonstrate cyberbullying prevention and reporting strategies.
Digital identity (DI) Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.		
3.DI.1 Recognize that using technology builds one's digital identity.	**4.DI.1** Recognize that using technology builds one's digital identity.	**5.DI.1** Recognize that using technology builds one's digital identity.

SIXTH – EIGHTH GRADE

PERSONAL LITERACY Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.		
Explore (EX) Learners discover topics, authors, and genres in various formats.		
Sixth Grade	**Seventh Grade**	**Eighth Grade**
6.EX.1 Discover various authors and genres based on expressed topics of interest.	**7.EX.1** Discover various authors and genres based on expressed topics of interest.	**8.EX.1** Discover various authors and genres based on expressed topics of interest.
6.EX.2 Describe the advantages and disadvantages of various formats based on specific situations.	**7.EX.2** Describe the advantages and disadvantages of various formats based on specific situations.	**8.EX.2** Describe the advantages and disadvantages of various formats based on specific situations.
Select (S) Learners choose and locate materials using various methods.		
6.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.	**7.S.1** Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.	**8.S.1** Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.
6.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.	**7.S.2** Use strategies or other resources to guide material(s) selection based on personal interests and experiences.	**8.S.2** Use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage (RE) Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.		
6.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.	**7.RE.1** Read, view, or listen to various materials based on curiosity, needs, and interests.	**8.RE.1** Read, view, or listen to various materials based on curiosity, needs, and interests.
6.RE.2 Share reflections, reactions, and connections to materials with others.	**7.RE.2** Share reflections, reactions, and connections to materials with others.	**8.RE.2** Share reflections, reactions, and connections to materials with others.

SIXTH – EIGHTH GRADE

INFORMATIONAL LITERACY Learners inquire about, access, evaluate, create, and share information effectively and ethically.		
Inquire (I) Learners consider prior knowledge and learning interests to explore information.		
Sixth Grade	**Seventh Grade**	**Eighth Grade**
6.I.1 With guidance, create open-ended questions based on a topic, problem, or need.	**7.I.1** Create open-ended questions based on a topic, problem, or need.	**8.I.1** With guidance, revise open-ended questions based on new, conflicting, or missing information.
6.I.2 Identify keywords from research questions.	**7.I.2** With guidance, refine keywords from research questions.	**8.I.2** Refine keywords based on new, conflicting, or missing information.
Access (A) Learners use effective search strategies to locate information.		
6.A.1 Use search strategies to refine and revise results to access information. (CSCS 6.A.1)	**7.A.1** Use search strategies to refine and revise results to access information. (CSCS 6.A.1)	**8.A.1** Use advanced search strategies to locate information effectively. (CSCS 8.A.1)
6.A.2 Use a combination of teacher- and student-selected sources to access information.	**7.A.2** Curate and use student-selected sources to access information.	**8.A.2** Curate and use student-selected sources to access information.
Evaluate (E) Learners examine and select information sources based on relevancy, authority, accuracy, currency, and purpose.		
6.E.1 With guidance, consider multiple perspectives and identify biases within various sources	**7.E.1** With guidance, consider multiple perspectives and identify biases within various sources.	**8.E.1** With guidance, consider multiple perspectives and identify biases within various sources.
6.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	**7.E.2** With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	**8.E.2** With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.

SIXTH – EIGHTH GRADE

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
Sixth Grade	**Seventh Grade**	**Eighth Grade**
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.IP.1b** Demonstrate an understanding of fair use guidelines.	**7.IP.1a** With guidance, properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 7.IP.1) **7.IP.1b** Demonstrate an understanding of fair use guidelines.	**8.IP.1a** Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 8.IP.1) **8.IP.1b** Apply fair use guidelines when using the copyrighted works of others.
6.IP.2 With guidance, cite various sources using appropriate formats. (CSCS 6.IP.2)	**7.IP.2** Cite various sources using appropriate formats. (CSCS 6.IP.2)	**8.IP.2** Cite various sources using appropriate formats. (CSCS 6.IP.2)
6.IP.3 With guidance, describe the negative consequences and strategies to avoid committing piracy and plagiarism. (CSCS 6.IP.3)	**7.IP.3** Describe the negative consequences and strategies to avoid committing piracy and plagiarism.	**8.IP.3** Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share (CS) Learners curate, produce and share information in various media for an intended audience.		
6.CS.1 With guidance, use advanced features of digital tools to create a product.	**7.CS.1** Use advanced features of digital tools to create a product.	**8.CS.1** Use advanced features of digital tools to create a product.
6.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	**7.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.	**8.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.
6.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.	**7.CS.3** With guidance, give and evaluate the usefulness of feedback to improve a product.	**8.CS.3** With guidance, give and evaluate the usefulness of feedback to improve a product.

SIXTH – EIGHTH GRADE

DIGITAL CITIZENSHIP

Learners use technology in an appropriate manner.

Responsible Use (RU)
Learners engage with technology safely, respectfully, and ethically.

Sixth Grade	Seventh Grade	Eighth Grade
6.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 6.RU.4)	**7.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 7.RU.4)	**8.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 8.RU.4)
6.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**7.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**8.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
6.RU.3 With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).	**7.RU.3** Use strategies to avoid cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).	**8.RU.3** Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).
6.RU.4 Discuss the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).	**7.RU.4** Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).	**8.RU.4** Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).
6.RU.5 Compare and contrast strategies for personal media balance.	**7.RU.5** Evaluate personal media usage and apply strategies to create media balance.	**8.RU.5** Evaluate personal media usage and apply strategies to create media balance.

Social Interaction (SI)
Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.

6.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	**7.SI.1** Use collaborative technologies to gather and share information. (CSCS 7.SI.1)	**8.SI.1** Use collaborative technologies to communicate information to a specific audience. (CSCS 8.SI.1)
6.SI.2 Determine the cause and effect of social interactions on self and others.	**7.SI.2** Determine the cause and effect of social interactions on self and others.	**8.SI.2** Determine the cause and effect of social interactions on self and others.
6.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.	**7.SI.3** Identify and use strategies for responding to both positive and negative situations when interacting online.	**8.SI.3** Identify and use strategies for responding to both positive and negative situations when interacting online.

Digital Identity (DI)
Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.

6.DI.1 Reflect on online activities and determine how they impact one's digital identity online and offline.	**7.DI.1** Evaluate one's digital identity and its impact online and offline.	**8.DI.1** Evaluate one's digital identity and its impact online and offline.

NINTH – TWELFTH GRADE

PERSONAL LITERACY

Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.

Explore (EX)
Learners discover topics, authors, and genres in various formats.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.EX.1 Independently explore topics, authors, and genres of interest.	**10.EX.1** Independently explore topics, authors, and genres of interest.	**11.EX.1** Independently explore topics, authors, and genres of interest.	**12.EX.1** Independently explore topics, authors, and genres of interest.
9.EX.2 Express preferred formats based on specific situations.	**10.EX.2** Express preferred formats based on specific situations.	**11.EX.2** Express preferred formats based on specific situations.	**12.EX.2** Express preferred formats based on specific situations.

Select (S)
Learners choose and locate materials using various methods.

9.S.1 Access the catalog or other resources and use a library's digital and physical layout to choose and locate materials independently.	**10.S.1** Access the catalog or other resources and use a library's digital and physical layout to choose and locate materials independently.	**11.S.1** Access the catalog or other resources and use a library's digital and physical layout to choose and locate materials independently.	**12.S.1** Access the catalog or other resources and use a library's digital and physical layout to choose and locate materials independently.
9.S.2 Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.	**10.S.2** Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.	**11.S.2** Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.	**12.S.2** Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.

Read and Engage (RE)
Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.

9.RE.1 Read, view, or listen to various materials based on curiosity, needs, or interests.	**10.RE.1** Read, view, or listen to various materials based on curiosity, needs, or interests.	**11.RE.1** Read, view, or listen to various materials based on curiosity, needs, or interests.	**12.RE.1** Read, view, or listen to various materials based on curiosity, needs, or interests.
9.RE.2 Share reflections, reactions, and connections to materials with others.	**10.RE.2** Share reflections, reactions, and connections to materials with others.	**11.RE.2** Share reflections, reactions, and connections to materials with others.	**12.RE.2** Share reflections, reactions, and connections to materials with others.

NINTH – TWELFTH GRADE

INFORMATIONAL LITERACY

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

Inquire (I)
Learners consider prior knowledge and learning interests to explore information.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	**10.I.1** Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	**11.I.1** Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.	**12.I.1** Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.
9.I.2 Refine keywords based on new, conflicting, or missing information.	**10.I.2** Refine keywords based on new, conflicting, or missing information.	**11.I.2** Refine keywords based on new, conflicting, or missing information.	**12.I.2** Refine keywords based on new, conflicting, or missing information.
Access (A) Learners use effective search strategies to locate information.			
9.A.1 Use advanced search strategies to locate information effectively.	**10.A.1** Use advanced search strategies to locate information effectively.	**11.A.1** Use advanced search strategies to locate information effectively.	**12.A.1** Use advanced search strategies to locate information effectively.
9.A.2 Curate and use student-selected sources to access information.	**10.A.2** Curate and use student-selected sources to access information.	**11.A.2** Curate and use student-selected sources to access information.	**12.A.2** Curate and use student-selected sources to access information.
Evaluate (E) Learners examine and select information sources based on relevancy, authority, accuracy, currency, and purpose.			
9.E.1 With guidance, consider multiple perspectives and biases during the evaluation and selection process.	**10.E.1** With guidance, consider multiple perspectives and biases during the evaluation and selection process.	**11.E.1** Consider multiple perspectives and biases during the evaluation and selection process.	**12.E.1**Consider multiple perspectives and biases during the evaluation and selection process.
9.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	**10.E.2** Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	**11.E.2** Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.	**12.E.2** Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.

NINTH – TWELFTH GRADE

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.			
Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
9.IP.1a Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 9.IP.1) **9.IP.1b** Apply fair use guidelines when using copyrighted works of others.	**10.IP.1** Demonstrate an understanding and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)	**11.IP.1** Demonstrate understanding and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)	**12.IP.1** Demonstrate an understanding and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)
9.IP.2 Correctly cite various sources using a standard format (e.g., MLA, APA).	**10.IP.2** Correctly cite various sources using a standard format (e.g., MLA, APA).	**11.IP.2** Correctly cite various sources using a standard format (e.g., MLA, APA).	**12.IP.2** Correctly cite various sources using a standard format (e.g., MLA, APA).
9.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.	**10.IP.3** Describe the negative consequences and strategies to avoid committing piracy and plagiarism.	**11.IP.3** Describe the negative consequences and strategies to avoid committing piracy and plagiarism.	**12.IP.3** Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share (CS) Learners curate, produce, and share information in various media for an intended audience.			
9.CS.1 Use advanced features of digital tools to create a product.	**10.CS.1** Use advanced features of digital tools to create a product.	**11.CS.1** Use advanced features of digital tools to create a product.	**12.CS.1** Use advanced features of digital tools to create a product.
9.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.	**10.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.	**11.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.	**12.CS.2** Use multiple resources to create an independent or collaborative product for an intended audience.
9.CS.3 Give and evaluate the usefulness of feedback to improve a product.	**10.CS.3** Give and evaluate the usefulness of feedback to improve a product.	**11.CS.3** Give and evaluate the usefulness of feedback to improve a product.	**12.CS.3** Give and evaluate the usefulness of feedback to improve a product.

NINTH – TWELFTH GRADE

DIGITAL CITIZENSHIP Learners use technology in an appropriate manner.			
Responsible Use (RU) Learners engage with technology safely, respectfully, and ethically.			
Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
9.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)	**10.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 10.RU.4).	**11.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 11.RU.4)	**12.RU.1** Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 12.RU.4)
9.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**10.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**11.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).	**12.RU.2** Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
9.RU.3 Protect oneself from cybersecurity threats. (e.g., phishing, malware, clickbait, data collection, identity theft).	**10.RU.3** Protect oneself from cybersecurity threats. (e.g., phishing, malware, clickbait, data collection, identity theft).	**11.RU.3** Protect oneself from cybersecurity threats. (e.g., phishing, malware, clickbait, data collection, identity theft).	**12.RU.3** Protect oneself from cybersecurity threats. (e.g., phishing, malware, clickbait, data collection, identity theft).
9.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	**10.RU.4** Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	**11.RU.4** Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).	**12.RU.4** Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).
9. RU.5 Evaluate personal media usage and apply strategies to create media balance.	**10. RU.5** Evaluate personal media usage and apply strategies to create media balance.	**11. RU.5** Evaluate personal media usage and apply strategies to create media balance.	**12.RU.5** Evaluate personal media usage and apply strategies to create media balance.
Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.			
9.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	**10.SI.1** Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	**11.SI.1** Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.	**12.SI.1** Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.
9.SI.2 Demonstrate and promote positive social interactions between self and others.	**10.SI.2** Demonstrate and promote positive social interactions between self and others.	**11.SI.2** Demonstrate and promote positive social interactions between self and others.	**12.SI.2** Demonstrate and promote positive social interactions between self and others.
9.SI.3 Demonstrate respect and integrity online.	**10.SI.3** Demonstrate respect and integrity online.	**11.SI.3** Demonstrate respect and integrity online.	**12.SI.3** Demonstrate respect and integrity online.
Digital Identity (DI) Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.			
9.DI.1 Evaluate one's digital identity and recognize the potential future impact of one's actions in the digital world.	**10.DI.1** Evaluate one's digital identity and strengthen one's positive online presence.	**11.DI.1** Evaluate one's digital identity and strengthen one's positive online presence.	**12.DI.1** Evaluate one's digital identity and strengthen one's positive online presence.

STANDARDS BY GRADE LEVEL
KINDERGARTEN – TWELFTH GRADE

KINDERGARTEN STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners explore topics, authors, and genres in various formats.
K.EX.1 Explore topics of interest.
K.EX.2 Explore various formats (e.g., print, eBook, audiobook).
Select - Learners choose and locate materials using various methods.
K.S.1 With guidance, explore the physical and digital library layout to select materials.
K.S.2 With guidance, use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
K.RE.1 With guidance, read, view, or listen to materials based on curiosity, needs, and interests.
K.RE.2 With guidance, share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
K.I.1 With guidance, determine what is known and not known about a topic (e.g., KWL chart).
Access - Learners use effective search strategies to locate information.
K.A.1 With guidance, locate information in teacher-selected resources.
K.A.2 Understand that sources can be in various formats (e.g., print, digital, graphic).
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
K.E.1 With guidance, identify facts and opinions.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
K.IP.1 Discuss creative works that have owners. (CSCS K.IP.1)
K.IP.2 Understand that credit is given to the creator of an original work. (CSCS K.IP.2)
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
K.CS.1 With guidance, learn basic features of digital tools.
K.CS.2 With guidance, create a physical or digital product.
K.CS.3 With guidance**,** share information with others to exchange ideas.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
K.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS K.RU.4)
K.RU.2 With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication. (CYSEC, CSCS K.SE.1)
K.RU.3 Understand that not all websites and apps are safe.
K.RU.4 With guidance, discuss personal information that is public vs. private.
K.RU.5 With guidance, discuss appropriate times to use technology and times to be screen-free.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and to understand the impact of those interactions.
K.SI.1 With guidance, use technology to share thinking. (CSCS K.SI.1)
K.SI.2 With guidance, discuss how social interactions can impact self and others.
K.SI.3 With guidance, recognize inappropriate online behavior and how to report it.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
K.DI.1 With guidance, understand what digital identity is.

FIRST GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
1.EX.1 Explore favorite topics and authors.
1.EX.2 Explore various formats (e.g., print, eBook, audiobook).
Select - Learners choose and locate materials using various methods.
1.S.1 Explore the physical and digital library layout to select materials.
1.S.2 With guidance, use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners connect to materials through reading, viewing, or listening for learning and personal enjoyment.
1.RE.1 With guidance, read, view, or listen to materials based on curiosity, needs, and interests.
1.RE.2 With guidance, share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
1.I.1 With guidance, determine what is known and not known about a topic (e.g., KWL chart).
Access - Learners use effective search strategies to locate information.
1.A.1 With guidance, locate information in teacher-selected resources.
1.A.2 With guidance, locate and explore sources in various formats.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
1.E.1 With guidance, identify facts and opinions.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
1.IP.1 Understand that creative works have owners. (CSCS 1.IP.1)
1.IP.2 With guidance, give credit to the creator of an original work. (CSCS 1.IP.2)
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
1.CS.1 With guidance, learn basic features of digital tools.
1.CS.2 Independently or collaboratively create a physical or digital product.
1.CS.3 Share information with others to exchange ideas.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
1.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 1.RU.4)
1.RU.2 With guidance, use authentication methods to access technology (e.g., password, PIN, dual authentication). (CYSEC, CSCS K.SE.1)
1.RU.3 Understand that not all websites and apps are safe.
1.RU.4 With guidance, discuss personal information that is public vs. private.
1.RU.5 With guidance, identify appropriate times to use technology and times to be screen-free.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
1.SI.1 With guidance, use technology to share thinking. (CSCS 1.SI.1)
1.SI.2 With guidance, discuss how social interactions can impact self and others.
1.SI.3 With guidance, recognize inappropriate online behavior and how to report it.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
1.DI.1 With guidance, understand digital identity and recognize that using technology builds one's digital identity.

SECOND GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
2.EX.1 Describe similarities and differences among various topics and authors.
2.EX.2 Explore various formats (e.g., print, eBook, audiobook).
Select - Learners choose and locate materials using various methods.
2.S.1 With guidance, use the physical and digital library layout to select materials.
2.S.2 With guidance, use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
2.RE.1 With guidance, read, view, or listen to materials based on curiosity, needs, and interests.
2.RE.2 With guidance, share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
2.I.1 Determine what is known and not known about a topic.
2.I.2 With guidance, identify keywords about a topic.
Access - Learners use effective search strategies to locate information.
2.A.1 Locate information in teacher-selected resources.
2.A.2 With guidance, locate and explore sources in various formats.
Evaluate - Learners examine and select information sources based on relevancy, authority, accuracy, currency, and purpose.
2.E.1 Identify facts and opinions.
2.E.2 With guidance, determine the purpose of content: to inform, to influence, or to entertain.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
2.IP.1 Understand that creative works are protected by law.
2.IP.2 Give credit to the creator of an original work. (CSCS 1.IP.2)
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
2.CS.1 With guidance, use basic features of digital tools to create a product.
2.CS.2 Independently or collaboratively, create a physical or digital product.
2.CS.3 Share a product with others to exchange ideas.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
2.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 2.RU.4)
2.RU.2 With guidance, use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
2.RU.3 Understand that threats to cybersecurity exist (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)
2.RU.4 Identify personal information that is public vs. private.
2.RU.5 Identify appropriate times to use technology and times to be screen-free.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
2.SI.1 With guidance, use technology to share thinking. (CSCS 1.SI.1)
2.SI.2 Explain how social interactions can impact self and others.
2.SI.3 Recognize and report inappropriate online behavior.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
2.DI.1 With guidance, understand digital identity and recognize that using technology builds one's digital identity.

THIRD GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
3.EX.1 Explore topics, authors, and genres.
3.EX.2 Use various formats and explore features.
Select - Learners choose and locate materials using various methods.
3.S.1 With guidance, use the catalog or other resources to locate materials in the physical and digital library space.
3.S.2 Use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
3.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
3.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
3.I.1 With guidance, create questions based on a topic, problem, or need.
3.I.2 With guidance, identify keywords from research questions.
Access - Learners use effective search strategies to locate information.
3.A.1 With guidance, use basic search strategies with teacher-selected resources. (CSCS 3.A.1)
3.A.2 With guidance, use teacher-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
3.E.1 Identify facts and opinions.
3.E.2 With guidance, identify relevancy, accuracy, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
3.IP.1 Define copyright and fair use. (CSCS 3.IP.1)
3.IP.2 With guidance, identify the elements of a citation. (CSCS 3.IP.2)
3.IP.3 Understand the concepts of piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
3.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)
3.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.
3.CS.3 With guidance, give and use feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
3.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 3.RU.4)
3.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
3.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, 5.SE.1)
3.RU.4 Identify situations when private information can be shared online.
3.RU.5 Understand the importance of balancing media and non-media activities.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
3.SI.1 With guidance, use collaborative technologies to gather and share information. (CSCS 7.SI.1)
3.SI.2 Explain how social interactions can impact self and others.
3.SI.3 Identify various forms of cyberbullying (e.g., hacking, harassing, outing, flaming) and reporting strategies.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
3.DI.1 Recognize that using technology builds one's digital identity.

FOURTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
4.EX.1 Explore and identify various topics, authors, and genres.
4.EX.2 Use various formats and explore features.
Select - Learners choose and locate materials using various methods.
4.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.
4.S.2 Use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
4.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
4.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
4.I.1 With guidance, create questions based on a topic, problem, or need.
4.I.2 With guidance, identify keywords from research questions.
Access - Learners use effective search strategies to locate information.
4.A.1 Use basic search strategies with teacher-selected sources. (CSCS 3.A.1)
4.A.2 Use teacher-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
4.E.1 With guidance, understand that biases exist and distinguish between fact and opinion in various sources.
4.E.2 With guidance, identify relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
4.IP.1 With guidance, demonstrate an understanding of copyright and fair use. (CSCS 4.IP.1)
4.IP.2 With guidance, create a citation. (CSCS 4.IP.2)
4.IP.3 With guidance, use strategies to avoid piracy and plagiarism. (CSCS 4.IP.3)
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
4.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)
4.CS.2 With guidance, use multiple resources to create an independent or collaborative product for an intended audience.
4.CS.3 With guidance, give and use feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
4.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS.4.RU.4)
4.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
4.RU.3 With guidance, identify cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)
4.RU.4 Understand there are risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).
4.RU.4 Evaluate the time of media use.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
4.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)
4.SI.2 Understand how social interactions can impact self and others.
4.SI.3 Identify cyberbullying prevention and reporting strategies. (CSCS 4.RU.2)
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
4.DI.1 Recognize that using technology builds one's digital identity.

FIFTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
5.EX.1 Describe similarities and differences among various topics, authors, and genres.
5.EX.2 Use various formats and explore features.
Select - Learners choose and locate materials using various methods.
5.S.1 Use the catalog or other resources to locate materials in the physical and digital library space.
5.S.2 Use strategies to select materials based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
5.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
5.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
5.I.1 Create questions based on a topic, problem, or need.
5.I.2 Identify keywords from research questions.
Access - Learners use effective search strategies to locate information.
5.A.1 Refine one's search to improve results. (CSCS 5.A.1)
5.A.2 Use a combination of teacher- and student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
5.E.1 With guidance, understand that biases exist and distinguish between fact and opinion in various sources.
5.E.2 Identify relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
5.IP.1 With guidance, demonstrate an understanding of copyright and fair use. (CSCS 5.IP.1)
5.IP.2 With guidance, cite various sources using appropriate formats.
5.IP.3 Use strategies to avoid piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
5.CS.1 Use basic features of digital tools to create a product. (CSCS 3.C.1)
5.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
5.CS.3 With guidance, give and use feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
5.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 5.RU.4)
5.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
5.RU.3 Identify strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait). (CYSEC, CSCS 5.SE.1)
5.RU.4 Identify risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).
5.RU.4 Identify strategies for media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
5.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)
5.SI.2 Understand how social interactions can impact self and others.
5.SI.3 Demonstrate cyberbullying prevention and reporting strategies.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
5.DI.1 Recognize that using technology builds one's digital identity.

SIXTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
6.EX.1 Discover various authors and genres based on expressed topics of interest.
6.EX.2 Describe the advantages and disadvantages of various formats based on specific situations.
Select - Learners choose and locate materials using various methods.
6.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.
6.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
6.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
6.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
6.I.1 With guidance, create open-ended questions based on topic, problem, or need.
6.I.2 Identify keywords from research questions.
Access - Learners use effective search strategies to locate information.
6.A.1 Use search strategies to refine and revise results to access information. (CSCS 6.A.1)
6.A.2 Use a combination of teacher- and student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
6.E.1 With guidance, consider multiple perspectives and identify biases within various sources.
6.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
6.IP.1a With guidance, properly use copyrighted works, works from the Creative Commons, and works in the public domain. (CSCS 6.IP.1)
6.IP.1b Demonstrate an understanding of fair use guidelines.
6.IP.2 With guidance, cite various sources using appropriate formats. (CSCS 6.IP.2)
6.IP.3 With guidance, describe the negative consequences and strategies to avoid committing piracy and plagiarism. (CSCS 6.IP.3)
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
6.CS.1 With guidance, use advanced features of digital tools to create a product.
6.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
6.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
6.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 6.RU.4)
6.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
6.RU.3 With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, and identity theft).
6.RU.4 Discuss the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).
6.RU.5 Compare and contrast strategies for personal media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
6.SI.1 Use collaborative technologies to gather and share information. (CSCS 6.SI.1)
6.SI.2 Determine the cause and effect of social interactions on self and others.
6.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
6.DI.1 Reflect on online activities and determine how they impact one's digital identity online and offline.

SEVENTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
7.EX.1 Discover various authors and genres based on expressed topics of interest.
7.EX.2 Describe the advantages and disadvantages of various formats based on specific situations.
Select - Learners choose and locate materials using various methods.
7.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.
7.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
7.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
7.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
7.I.1 Create open-ended questions based on a topic, problem, or need.
7.I.2 With guidance, refine keywords from research questions.
Access - Learners use effective search strategies to locate information.
7.A.1 Use search strategies to refine and revise results to access information. (CSCS 6.A.1)
7.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
7.E.1 With guidance, consider multiple perspectives and identify biases within various sources.
7.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
7.IP.1a With guidance, properly use copyrighted works, works from the Creative Commons, and works in the public domain. (CSCS 7.IP.1)
7.IP.1b Demonstrate an understanding of fair use guidelines.
7.IP.2 Cite various sources using appropriate formats. (CSCS 6.IP.2)
7.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
7.CS.1 Use advanced features of digital tools to create a product.
7.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
7.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
7.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 7.RU.4)
7.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
7.RU.3 Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
7.RU.4 Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).
7.RU.4 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
7.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)
7.SI.2 Determine the cause and effect of social interactions on self and others.
7.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
7.DI.1 Evaluate one's digital identity and its impact online and offline.

EIGHTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
8.EX.1 Discover various authors and genres based on expressed topics of interest.
8.EX.2 Describe the advantages and disadvantages of various formats based on specific situations.
Select - Learners choose and locate materials using various methods.
8.S.1 Explore and use the catalog or other resources using a library's physical and digital layout to locate materials.
8.S.2 Use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
8.RE.1 Read, view, or listen to various materials based on curiosity, needs, and interests.
8.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
8.I.1 With guidance, revise open-ended questions based on new, conflicting, or missing information.
8.I.2 Refine keywords based on new, conflicting, or missing information.
Access - Learners use effective search strategies to locate information.
8.A.1 Use advanced search strategies to locate information effectively. (CSCS 8.A.1)
8.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
8.E.1 With guidance, consider multiple perspectives and identify biases within various sources.
8.E.2 With guidance, evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
8.IP.1a Properly use copyrighted works, works from the Creative Commons, and works in the public domain. (CSCS 8.IP.1)
8.IP.1b Apply fair use guidelines when using the copyrighted works of others.
8.IP.2 Cite various sources using appropriate formats. (CSCS 6.IP.2)
8.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
8.CS.1 Use advanced features of digital tools to create a product.
8.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
8.CS.3 With guidance, give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
8.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 8.RU.4)
8.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
8.RU.3 Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
8.RU.4 Evaluate the benefits vs. risks of sharing personal information online (e.g., identity theft, data collection, and personal safety).
8.RU.5 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
8.SI.1 Use collaborative technologies to communicate information to a specific audience. (CSCS 8.SI.1)
8.SI.2 Determine the cause and effect of social interactions on self and others.
8.SI.3 Identify and use strategies for responding to both positive and negative situations when interacting online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
8.DI.1 Evaluate one's digital identity and its impact online and offline.

NINTH GRADE STANDARDS

PERSONAL LITERACY – Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
9.EX.1 Independently explore topics, authors, and genres of interest.
9.EX.2 Express preferred formats based on specific situations.
Select - Learners choose and locate materials using various methods.
9.S.1 Access the catalog or other resources using a library's digital and physical layout to choose and locate materials independently.
9.S.2 Independently use strategies or other resources to guide materials(s) selection based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
9.RE.1 Read, view, or listen to various materials based on curiosity, needs, or interests.
9.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
9.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.
9.I.2 Refine keywords based on new, conflicting, or missing information.
Access - Learners use effective search strategies to locate information.
9.A.1 Use advanced search strategies to locate information effectively.
9.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
9.E.1 With guidance, consider multiple perspectives and biases during the evaluation and selection process.
9.E.2 Evaluate and select information sources for relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
9.IP.1a Properly use copyrighted works, works from the Creative Commons, and works in the public domain. (CSCS 9.IP.1)
9.IP.1b Apply fair use guidelines when using copyrighted works of others.
9.IP.2 Correctly cite various sources using a standard format (e.g., MLA, APA)
9.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
9.CS.1 Use advanced features of digital tools to create a product.
9.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
9.CS.3 Give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
9.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 9.RU.4)
9.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
9.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
9.RU.4 Monitor and manage personal information shared online (e.g., identify theft, data collection, and personal safety)
9.RU.5 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
9.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.
9.SI.2 Demonstrate and promote positive social interactions between self and others.
9.SI.3 Demonstrate respect and integrity online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
9.DI.1 Evaluate one's digital identity and recognize the potential future impact of one's actions in the digital world.

TENTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
10.EX.1 Independently explore topics, authors, and genres in various interests.
10.EX.2 Express preferred formats based on specific situations.
Select - Learners choose and locate materials using various methods.
10.S.1 Access the catalog or other resources using a library's digital and physical layout to choose and locate materials independently.
10.S.2 Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners connect to materials through reading, viewing, or listening for learning and personal enjoyment.
10.RE.1 Read, view, or listen to various materials based on curiosity, needs, or interests.
10.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
10.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.
10.I.2 Refine keywords based on new, conflicting, or missing information.
Access - Learners use effective search strategies to locate information.
10.A.1 Use advanced search strategies to locate information effectively.
10.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
10.E.1 With guidance, consider multiple perspectives and biases during the evaluation and selection process.
10.E.2 Evaluate and select information sources for relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
10.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)
10.IP.2 Correctly cite various sources using a standard format (e.g., MLA, APA).
10.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
10.CS.1 Use advanced features of digital tools to create a product.
10.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
10.CS.3 Give and evaluate the usefulness of feedback to improve the product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
10.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 10.RU.4)
10.RU.2 Use methods to maintain digital privacy and security when accessing technology.
10.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
10.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).
10.RU.5 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
10.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.
10.SI.2 Demonstrate and promote positive social interactions between self and others.
10.SI.3 Demonstrate respect and integrity online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
10.DI.1 Evaluate one's digital identity and strengthen one's positive online presence.

ELEVENTH GRADE STANDARDS

PERSONAL LITERACY - Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
11.EX.1 Independently explore topics, authors, and genres of interest.
11.EX.2 Express preferred formats based on specific situations.
Select - Learners choose and locate materials using various methods.
11.S.1 Access the catalog or other resources using a library's digital and physical layout to choose and locate materials independently.
11.S.2 Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners engage with materials through reading, viewing, or listening for learning and personal enjoyment.
11.RE.1 Read, view, or listen to various materials based on curiosity, needs, or interests.
11.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
11.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.
11.I.2 Refine keywords based on new, conflicting, or missing information.
Access - Learners use effective search strategies to locate information.
11.A.1 Use advanced search strategies to locate information.
11.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.
11.E.1 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.
11.E.2 Consider multiple perspectives and biases during the evaluation and selection process.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
11.IP.1 Demonstrate understanding and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)
11.IP.2 Correctly cite various sources using a standard format (e.g., MLA, APA).
11.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
11.CS.1 Use advanced features of digital tools to create a product.
11.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
11.CS.3 Give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP – Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
11.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 11.RU.4)
11.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication). (CYSEC, CSCS K.SE.2)
11.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
11.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).
11.RU.5 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
11.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.
11.SI.2 Demonstrate and promote positive social interactions between self and others.
11.SI.3 Demonstrate respect and integrity online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
11.DI.1 Evaluate one's digital identity and strengthen one's positive online presence.

TWELFTH GRADE STANDARDS

PERSONAL LITERACY – Learners explore, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Explore - Learners discover topics, authors, and genres in various formats.
12.EX.1 Independently explore topics, authors, and genres of interest.
12.EX.2 Express preferred formats based on specific situations.
Select - Learners choose and locate materials using various methods.
12.S.1 Access catalog or other resources using a library's digital and physical layout to choose and locate materials independently.
12.S.2 Independently use strategies or other resources to guide material(s) selection based on personal interests and experiences.
Read and Engage - Learners connect to materials through reading, viewing, or listening for learning and personal enjoyment.
12.RE.1 Read, view, or listen to various materials based on curiosity, needs, or interests.
12.RE.2 Share reflections, reactions, and connections to materials with others.
INFORMATION LITERACY - Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
12.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on new, conflicting, or missing information.
12.I.2 Refine keywords based on new, conflicting, or missing information.
Access - Learners use effective search strategies to locate information.
12.A.1 Use advanced search strategies to locate information effectively.
12.A.2 Curate and use student-selected sources to access information.
Evaluate - Learners examine and select information sources for relevancy, authority, accuracy, currency, and purpose.
12.E.1 Consider multiple perspectives and biases during the evaluation and selection process.
12.E.2 Evaluate and select information sources based on relevancy, authority, accuracy, currency, and purpose.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
12.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)
12.IP.2 Correctly cite various sources using a standard format (e.g., MLA, APA).
12.IP.3 Describe the negative consequences and strategies to avoid committing piracy and plagiarism.
Create and Share - Learners curate, produce, and share information in various media for an intended audience.
12.CS.1 Use advanced features of digital tools to create a product.
12.CS.2 Use multiple resources to create an independent or collaborative product for an intended audience.
12.CS.3 Give and evaluate the usefulness of feedback to improve a product.
DIGITAL CITIZENSHIP - Learners appropriately use technology.
Responsible Use - Learners engage with technology safely, respectfully, and ethically.
12.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CSCS 12.RU.4)
12.RU.2 Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication).
12.RU.3 Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).
12.RU.4 Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety).
12.RU.5 Evaluate personal media usage and apply strategies to create media balance.
Social Interaction - Learners use technology to communicate and collaborate effectively with others and understand the impact of those interactions.
12.SI.1 Use technologies to communicate and collaborate effectively to broaden perspectives and work toward common goals.
12.SI.2 Demonstrate and promote positive social interactions between self and others.
12.SI.3 Demonstrate respect and integrity online.
Digital Identity - Learners understand the responsibilities, opportunities, and consequences of living, learning, and working in an interconnected digital world.
12.DI.1 Evaluate one’s digital identity and strengthen one’s positive online presence.

GLOSSARY OF TERMS

Acceptable Use Policy (AUP): A written document approved by an organization outlining terms and conditions for users

Accuracy: The reliability and correctness of the information.

Authentication Method: The verification of a person's identity or process.

Authority: The source of information.

Bias: An unfair belief about a person or group based on a stereotype.

Catalog: A register of items found in a library.

Citation: The reference to a published or unpublished work.

Clickbait: Content's primary purpose is to attract attention and encourage visitors to click on a link to a particular web page.

Collaborative Technology: Technology that allows people to interact effectively in virtual environments.

Copyright: The legal protection that creators have over the things they create.

Creative Commons: A set of various licenses that allow people to share their copyrighted work, be copied, edited, built upon, etc., while retaining the copyright to the original work.

Curate: To select, organize, and present content or information.

Currency: The timeliness of the information.

Cyberbullying: Using digital devices, sites, and apps to intimidate, harm repeatedly, and upset someone.

Cybersecurity: A set of techniques to protect the integrity of networks, programs, and data from attack, damage, or unauthorized access.

Digital Citizenship: The practice of navigating the digital world safely, responsibly, and ethically.

Digital Identity: Information about a person, either intentionally or unintentionally, posted by that person or others; also known as a digital footprint.

Digital Tools: Programs, websites, or online resources that make tasks easier to complete.

Fair Use: Using copyrighted work without permission, but only in certain ways and specific situations.

Genre: A specific category of music, film, or writing characterized by similarities in form, style, or subject matter.

GLOSSARY OF TERMS

Intellectual Freedom: The freedom to think and express views.

Malware: Software specifically designed to disrupt, damage, or gain unauthorized access to a computer system.

Phishing: The practice of tricking internet users into revealing personal or confidential information, which can then be used illicitly.

Piracy: The unauthorized use of another's production, invention, or conception, especially in copyright infringement.

Plagiarism: Using another creator’s work as one’s own.

Public Domain: The state of belonging or being available to the public and, therefore, not subject to copyright.

Purpose: The reason the information exists.

Relevancy: The importance of the information for your needs.

Responsible Use Policy (RUP): A written policy outlining company users' terms and conditions.