

D146 Grade 2 Media Center Curriculum Map

Grade	ISAIL Standard	Library Benchmark	Library Objective	AASL Standards for Learning
2	<p>Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge</p> <ul style="list-style-type: none"> ● Recognize the need for information ● Formulate questions based on information needs ● Identify various potential sources of information ● Develop and use successful strategies for locating information ● Seek information from diverse sources 	<p>A. Locate parts of a book B. Understand basic organizational pattern of library</p>	<p>1. Define difference between fiction and nonfiction 2. Recognize call number and begin to understand grouping of materials by call number 3. Locate and select chapter books and nonfiction</p>	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by: I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes: I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1. Interacting with content presented by others.</p> <p>D. Grow - Learners participate in an ongoing inquiry-based process by: I.D.1. Continually seeking knowledge. I.D.2. Engaging in sustained inquiry.</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p>

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				<p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p> <p>II.B.2. Evaluating a variety of perspectives during learning activities.</p> <p>II.B.3. Representing diverse perspectives during learning activities.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>II.D.2. Demonstrating interest in other perspectives during learning activities.</p> <p>III. Collaborate</p> <p>Work effectively with others to broaden perspectives and work toward common goals.</p> <p>C. Share - Learners work productively with others to solve problems by:</p> <p>III.C.2. Involving diverse perspectives in their own inquiry processes.</p>

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				<p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p><i>A. Think - Learners act on an information need by:</i></p> <p>IV.A.1. Determining the need to gather information. IV.A.2. Identifying possible sources of information. IV.A.3. Making critical choices about information sources to use.</p> <p><i>B. Create - Learners gather information appropriate to the task by:</i></p> <p>IV.B.1. Seeking a variety of sources. IV.B.2. Collecting information representing diverse perspectives.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p> <p><i>A. Think - Learners develop and satisfy personal curiosity by:</i></p> <p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.2. Reflecting and questioning assumptions and possible misconceptions. V.A.3. Engaging in inquiry-based processes for personal growth.</p>

2	<p>Standard 2 - Evaluate information critically and competently</p> <ul style="list-style-type: none"> • Determine accuracy, relevance, and comprehensiveness of information • Distinguish among fact, point of view, and opinion • Identify inaccurate and misleading information • Select information appropriate to the problem or question 	<p>A. Learn the difference between fact and fiction</p> <p>B. Select books appropriate to interest</p> <p>C. Answer questions with appropriate resources</p>	<ol style="list-style-type: none"> 1. Identify the appropriate use of reference materials (e.g., print and/or nonprint encyclopedia, atlas, nonfiction book) to extract information 2. Organize information into different forms 3. Draw a conclusion about the main idea 4. Choose appropriate information for individual and collaborative projects 	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.2. Recalling prior and background knowledge as context for new meaning.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <p>I.C.1. Interacting with content presented by others.</p> <p>D. Grow - Learners participate in an ongoing inquiry-based process by:</p> <p>I.D.3. Enacting new understanding through real-world connections.</p> <p>I.D.4. Using reflection to guide informed decisions.</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their</p>
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				<p>understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.2. Evaluating a variety of perspectives during learning activities.</p> <p>C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:</p> <p>II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>II.D.2. Demonstrating interest in other perspectives during learning activities.</p> <p>IV. Curate</p> <p>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>A. Think - Learners act on an information need by:</p> <p>IV.A.3. Making critical choices about information sources to use.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.3. Systematically questioning and assessing the validity and accuracy of information.</p> <p>C. Share - Learners exchange information resources within and beyond their learning community by:</p> <p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>D. Grow - Learners select and organize information for a variety</p>
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				<p>of audiences by: IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>A. Think - Learners develop and satisfy personal curiosity by: V.A.2. Reflecting and questioning assumptions and possible misconceptions. V.A.3. Engaging in inquiry-based processes for personal growth.</p> <p>B. Create - Learners construct new knowledge by: V.B.1. Problem solving through cycles of design, implementation, and reflection.</p> <p>C. Share - Learners engage with the learning community by: V.C.2. Co-constructing innovative means of investigation. V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p> <p>VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p>A. Think - Learners follow ethical and legal guidelines for gathering and using information by: VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need</p>
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2	<p>Standard 3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <ul style="list-style-type: none"> ● Organize information for practical application ● Integrate new information into own schema ● Produce and communicate information and ideas in appropriate formats ● Use problem-solving techniques to devise strategies for revising and improving process and product ● Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism) 	<p>A. Communicate results of information search in format appropriate for content</p> <p>B. Recognize ownership of written and illustrated material</p> <p>C. Observe Internet guidelines and protocols as defined in the district's policies</p>	<p>1. With guidance, edit, save, and print original document using a word processor</p> <p>2. Collaborate with other students to solve information problems</p> <p>3. With guidance, organize information using such differentiated techniques as webbing, pictograms, KWLs, Y charts, storyboarding</p> <p>4. Present, perform, share, and evaluate the results of information searches in a new form</p> <p>5. Recognize the need for citing sources, and record simple citations</p> <p>6. Respect different points</p>	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.2. Recalling prior and background knowledge as context for new meaning.</p> <p>B. Create - Learners engage with new knowledge by following a process that includes:</p> <p>I.B.1. Using evidence to investigate questions.</p> <p>I.B.2. Devising and implementing a plan to fill knowledge gaps.</p> <p>I.B.3. Generating products that illustrate learning.</p> <p>C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <p>I.C.1. Interacting with content presented by others.</p> <p>I.C.2. Providing constructive feedback.</p> <p>I.C.3. Acting on feedback to improve.</p> <p>I.C.4. Sharing products with an authentic audience.</p> <p>D. Grow - Learners participate in an ongoing inquiry-based process by:</p> <p>I.D.3. Enacting new understanding through real-world connections.</p> <p>I.D.4. Using reflection to guide informed decisions.</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a</p>

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			<p>of view and opinions</p> <p>7. Access preselected digital sources for information needs</p>	<p>balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.3. Representing diverse perspectives during learning activities.</p> <p>C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:</p> <p>II.C.1. Engaging in informed conversation and active debate.</p> <p>II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.3. Reflecting on their own place within the global learning community.</p> <p>III. Collaborate</p> <p>Work effectively with others to broaden perspectives and work toward common goals.</p> <p>A. Think - Learners identify collaborative opportunities by:</p> <p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p>

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				<p>III.A.2. Developing new understandings through engagement in a learning group.</p> <p>III.A.3. Deciding to solve problems informed by group interaction.</p> <p>B. Create - Learners participate in personal, social, and intellectual networks by:</p> <p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</p> <p>C. Share - Learners work productively with others to solve problems by:</p> <p>III.C.1. Soliciting and responding to feedback from others.</p> <p>III.C.2. Involving diverse perspectives in their own inquiry processes.</p> <p>D. Grow - Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p> <p>IV. Curate</p> <p>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>A. Think - Learners act on an information need by:</p> <p>IV.A.3. Making critical choices about information sources to use.</p> <p>B. Create - Learners gather information appropriate to the task by:</p> <p>IV.B.4. Organizing information by priority, topic, or other systematic</p>

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				<p>scheme.</p> <p>C. Share - Learners exchange information resources within and beyond their learning community by:</p> <p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</p> <p>IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p> <p>D. Grow - Learners select and organize information for a variety of audiences by:</p> <p>IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</p> <p>IV.D.3. Openly communicating curation processes for others to use, interpret, and validate</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and <i>reflection</i>.</p> <p>B. Create - Learners construct new knowledge by:</p> <p>V.B.1. Problem solving through cycles of design, implementation, and reflection.</p> <p>V.B.2. Persisting through self-directed pursuits by tinkering and making.</p> <p>C. Share - Learners engage with the learning community by:</p>

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				<p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>V.C.2. Co-constructing innovative means of investigation.</p> <p>V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p> <p>D. Grow - Learners develop through experience and reflection by:</p> <p>V.D.1. Iteratively responding to challenges.</p> <p>V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p> <p>VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p>A. Think - Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>VI.A.2. Understanding the ethical use of information, technology, and media.</p> <p>B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>VI.B.1. Ethically using and reproducing others' work.</p> <p>VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>VI.B.3. Including elements in personal-knowledge products that</p>

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				<p>allow others to credit content appropriately.</p> <p>C. Share - Learners responsibly, ethically, and legally share new information with a global community by:</p> <p>VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.</p> <p>D. Grow - Learners engage with information to extend personal learning by:</p> <p>VI.D.2. Reflecting on the process of ethical generation of knowledge.</p> <p>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>
2	<p>Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</p> <ul style="list-style-type: none"> ● Cultivate a love of reading and become a self-motivated reader ● Develop a knowledge of genres and literary elements ● Derive meaning from informational texts in various formats 	<p>A. Use both text and visuals to understand literature</p> <p>B. Select a "Just Right" book independently for personal reading</p> <p>C. Identify several different types and elements of literature</p> <p>D. Begin to understand</p>	<ol style="list-style-type: none"> 1. Select a "Just Right" book during literature selection 2. Listen to or read various traditional folklore 3. Read or listen to various types of fiction (realistic fiction, historical fiction, fantasy, science fiction) 4. Read or listen to nonfiction 	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.</p> <p>A. Think - Learners display curiosity and initiative by:</p> <p>I.A.1 Formulating questions about a personal interest or curricular topic.</p> <p>C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <p>I.C.1. Interacting with content presented by others.</p> <p>D. Grow - Learners participate in an ongoing inquiry-based process by:</p> <p>I.D.1. Continually seeking</p>

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		<p>information presented creatively in non textual formats</p> <p>E. Seek information related to personal interests</p> <p>F. Select resources and materials based on interest, need, and appropriateness interests</p>	<p>(biography, information books, poetry)</p> <p>5. Identify various literary elements</p> <p>6. Participate in response to literature through various oral, written, and artistic means</p> <p>7. Engage in a study of an author's and/or illustrator's body of work</p> <p>8. Develop appreciation of award-winning literature</p> <p>9. Read in various formats (magazines, books, non print, electronic resources, newspapers)</p> <p>10. Read for pleasure and to find answers to questions</p> <p>11. Use libraries, library staff, and library resources</p>	<p>knowledge.</p> <p>I.D.2. Engaging in sustained inquiry.</p> <p>I.D.3. Enacting new understanding through real-world connections.</p> <p>I.D.4. Using reflection to guide informed decisions</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.</p> <p>A. Think - Learners identify collaborative opportunities by:</p> <p>III.A.1. Demonstrating their desire to broaden and deepen</p>

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				<p>understandings.</p> <p>B. Create - Learners participate in personal, social, and intellectual networks by:</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</p> <p>V. Explore Discover and innovate in a growth mindset developed through experience and reflection.</p> <p>A. Think - Learners develop and satisfy personal curiosity by:</p> <p>V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.3. Engaging in inquiry-based processes for personal growth.</p> <p>B. Create - Learners construct new knowledge by:</p> <p>V.B.2. Persisting through self-directed pursuits by tinkering and making.</p> <p>C. Share - Learners engage with the learning community by:</p> <p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance</p>
2	<p>Standard 5 - Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes</p> <ul style="list-style-type: none"> Practice strategies that promote personal safety and protect online and 	<p>A. Understand personal and public information</p> <p>B. Recognize the need for adult supervision</p> <p>C. Use electronic</p>	<p>1. Identify difference between personal and public information and when it is appropriate to share this information</p>	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p>C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <p>I.C.1. Interacting with content presented by others. I.C.2. Providing constructive</p>

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	<p>offline reputation</p> <ul style="list-style-type: none"> ● Recognize that networked environments are public places governed by codes of ethical behavior ● Practice positive digital citizenship ● Distinguish website authority, validity, and purpose ● Understand the need for protecting personal privacy when using public access to digital sources ● Protect personal information and electronic devices in an online environment 	<p>devices safely and appropriately</p>	<p>2. Use the Internet to visit appropriate websites with adult supervision or guidance</p> <p>3. Practice good manners online, recognizing that online communication is between actual people</p> <p>4. Report uncomfortable situations to an adult</p> <p>5. Distinguish between approved content and advertising content</p> <p>6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)</p> <p>actual people</p> <p>Operate and maintain equipment as directed (power-on/off, clean</p>	<p>feedback.</p> <p>I.C.4. Sharing products with an authentic audience</p> <p>II. Include</p> <p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p>B. Create - Learners adjust their awareness of the global learning community by:</p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p> <p>C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:</p> <p>II.C.1. Engaging in informed conversation and active debate.</p> <p>II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>II.D.2. Demonstrating interest in</p>

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			hands, gentle use)	<p>other perspectives during learning activities.</p> <p>II.D.3. Reflecting on their own place within the global learning community.</p> <p>III. Collaborate Work effectively with others to broaden perspectives and work toward common goals.</p> <p>A. Think - Learners identify collaborative opportunities by:</p> <p>III.A.2. Developing new understandings through engagement in a learning group.</p> <p>III.A.3. Deciding to solve problems informed by group interaction.</p> <p>B. Create - Learners participate in personal, social, and intellectual networks by:</p> <p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</p> <p>C. Share - Learners work productively with others to solve problems by:</p> <p>III.C.1. Soliciting and responding to feedback from others.</p> <p>D. Grow - Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p>C. Share - Learners exchange</p>

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				<p>information resources within and beyond their learning community by:</p> <p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>VI. Engage Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p>A. Think - Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>VI.A.1. Responsibly applying information, technology, and media to learning.</p> <p>VI.A.2. Understanding the ethical use of information, technology, and media.</p> <p>VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p> <p>B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>VI.B.1. Ethically using and reproducing others' work.</p> <p>VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.</p> <p>C. Share - Learners responsibly, ethically, and legally share new information with a global</p>

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				<p>community by:</p> <p>VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.</p> <p>D. Grow - Learners engage with information to extend personal learning by:</p> <p>VI.D.1. Personalizing their use of information and information technologies.</p> <p>VI.D.2. Reflecting on the process of ethical generation of knowledge.</p> <p>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>