

Essential Questions (based on AASL Beliefs)	AASL Standards for the 21 st Century Learner	Iowa Core Curriculum
<i>In what ways is reading a window to the world and in what ways is it a mirror?</i>	Standard 1: Inquire, think critically, and gain knowledge. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. Standard 4: Pursue personal and aesthetic growth. 4.1.1 Read, view, and listen for pleasure and personal growth 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres	Reading -Independently read a significant number of books and texts each year. This reading includes both fiction and nonfiction in a variety of genres. -Read for a variety of purposes and across content areas. -Use a variety of skills and strategies to comprehend non-fiction and informational text. -Use a variety of strategies and skills to comprehend and interpret fiction.

Integrated Units: Reading

K-2	3-4	5-8	9-12

<p><i>In what ways does the inquiry process lead us to new understandings and insights?</i></p>	<p>Standard 1: Inquire, think critically, and gain knowledge.</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence lead to a decision or conclusion.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>2.4.4 Develop directions for future investigations.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p>	<p>Technology Literacy</p> <p>High School (9-12):</p> <ul style="list-style-type: none"> -Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. <p>Middle School (6-8):</p> <ul style="list-style-type: none"> -Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources. <p>Intermediate (3-5):</p> <ul style="list-style-type: none"> -Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems. -Use technological resources to develop and refine questions for investigation. <p>Primary (K-2):</p> <ul style="list-style-type: none"> -Use technology to create projects, identify patterns, and make predictions. -Utilize predetermines digital resources and tools to answer questions or solve problems. -Use technological resources to investigate given questions or problems. <p>Writing</p> <ul style="list-style-type: none"> -Engage in the information literacy process: access, evaluate, and communicate information and ideas.
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<i>In what ways does the inquiry process lead us to new understandings and insights?</i>	Standard 4: Pursue personal and aesthetic growth. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	
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Integrated Units: Inquiry

K-2	3-4	5-8	9-12
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<p><i>Who owns information?</i></p>	<p>Standard 1: Inquire, think critically, and gain knowledge. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. 3.1.6 Use information and technology ethically and responsibly.</p> <p>Standard 4: Pursue personal and aesthetic growth. 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p>	<p>Technology Literacy High School (9-12): -Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Middle (6-8): -Understand the legal and ethical issues of technology as related to individuals, cultures, and societies. Intermediate (3-5): -Understand and practice appropriate, legal, and safe uses of technology for lifelong learning. Primary (K-2): -Understand and practice appropriate and safe uses of technology.</p> <p>Employability Skills High School (9-12): -Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals. Middle (6-8): -Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments. Intermediate (3-5): Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities. Primary (K-2): Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.</p>
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Integrated Units: Ethical use of information

K-2	3-4	5-8	9-12
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<p><i>How can technology enhance understanding?</i></p>	<p>Standard 1: Inquire, think critically, and gain knowledge. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.3.5 Use information technology responsibly.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 2.1.4 Use technology and other information tools to analyze and organize information. 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 2.3.1 Connect understanding to the real world.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.</p>	<p>Technology Literacy</p> <p>High School (9-12): -Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. -Apply digital tools to gather, evaluate, and use information.</p> <p>Middle School (6-8): -Demonstrative creative thinking in the design and development of innovative technology products and problem solving. -Plan strategies utilizing digital tools to gather, evaluate, and use information. -Understand the underlying structure and application of technology systems.</p> <p>Intermediate (3-5): -Use technology resources to create original products, identify patters and problems, make predictions, and propose solutions. -Understand technology hardware and software system operations and their</p>
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		application. Primary (K-2): -Use technology to create projects, identify patterns, and make predictions. -Understand basic technology hardware and software and their application. <p style="text-align: center;">Writing</p> -Incorporate technology as a tool to enhance writing.
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Integrated Units: Technology

K-2	3-4	5-8	9-12
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<i>Why is information important for citizenship in a democracy?</i>	Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. 3.1.5 Connect learning to community issues. 3.3.6 Use information and knowledge in the service of democratic values. 3.3.7 Respect the principles of intellectual freedom.	
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Integrated Units: Equitable Access

K-2	3-4	5-8	9-12
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<p><i>How is information organized?</i></p>	<p>Standard 1: Inquire, think critically, and gain knowledge. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.6 Display emotional resilience 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 2.1.2 Organize knowledge so that it is useful.</p> <p>Standard 4: Pursue personal and aesthetic growth. 4.1.6 Organize personal knowledge in a way that can be called upon easily. 4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>Technology Literacy High School (9-12): -Apply digital tools to gather, evaluate, and use information. -Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions. Middle (6-8): -Plan strategies utilizing digital tools to gather, evaluate, and use information.</p> <p>Writing -Engage in the information literacy process: access, evaluate, and communicate information and ideas.</p>
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Integrated Units: Information access and organization

K-2	3-4	5-8	9-12
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<p><i>How do we know what information sources to trust?</i></p> <p><i>How do we know what information sources to trust?</i></p>	<p>Standard 1: Inquire, think critically, and gain knowledge. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 2.4.3 Recognize new knowledge and understanding.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p>	<p>Technology Literacy High School (9-12): -Apply digital tools to gather, evaluate, and use information. Middle School (6-8): -Plan strategies utilizing digital tools to gather, evaluate, and use information. Intermediate (3-5): -Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.</p>
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	<p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interest, trying a variety of formats and genres, and displaying a willingness to go beyond academic</p> <p>4.4.3 Recognize how to focus efforts in personal learning.</p> <p>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	<p style="text-align: center;">Employability Skills</p> <p>High School (9-12): -Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.</p> <p>Middle (6-8): -Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p> <p style="text-align: center;">Writing</p> <p>-Engage in the information literacy process: access, evaluate, and communicate information and ideas.</p> <p style="text-align: center;">Viewing</p> <p>-Apply a variety of criteria to evaluate information media.</p>
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Integrated Units: Judging sources of information

K-2	3-4	5-8	9-12
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<i>How can knowledge be shared?</i>	<p>Standard 1: Inquire, think critically, and gain knowledge.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to</p>	<p style="text-align: center;">Technology Literacy</p> <p>High School (9-12): -Use digital media and environments to communicate and work collaboratively, including at a</p>
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<p><i>Learning has a social context.</i></p> <p><i>How can knowledge be shared?</i></p>	<p>guide own inquiry process.</p> <p>Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>Standard 4: Pursue personal and aesthetic growth.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	<p>distance, to support individual learning and contribute to the learning of others.</p> <p>Middle (6-8):</p> <ul style="list-style-type: none"> -Collaborate with peers, experts, and others using interactive technology. <p>Intermediate (3-5):</p> <ul style="list-style-type: none"> -Use interactive technologies in a collaborative group to produce digital presentations or product in a curricular area. <p>Primary (K-2):</p> <ul style="list-style-type: none"> -Use a variety of technology tools and media-rich resources to work collaboratively with others. <p>Employability Skills</p> <p>High School (9-12):</p> <ul style="list-style-type: none"> -Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. <p>Middle (6-8):</p> <ul style="list-style-type: none"> -Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work. <p>Intermediate (3-5):</p> <ul style="list-style-type: none"> -Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work. <p>Primary (K-2):</p> <ul style="list-style-type: none"> -Communicate and work
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		appropriately with others to complete tasks.
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Integrated Units: social aspects of information work

K-2	3-4	5-8	9-12
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<i>What is the value of a library?</i>	<p>Standard 1: Inquire, think critically, and gain knowledge. 1.4.4 Seek appropriate help when it is needed.</p> <p>Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>Standard 4: Pursue personal and aesthetic growth. 4.2.1 Display curiosity by pursuing interests through multiple resources. 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. 4.4.1 Identify own areas of interest. 4.4.2 Recognize the limits of own personal knowledge. 4.4.4 Interpret new information based on cultural and social context.</p>	
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Integrated Units: Value of a library

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