The Model Curriculum for Learners in Pennsylvania School Libraries

SEPTEMBER 30, 2019

The Model Curriculum for
Learners in Pennsylvania School Libraries

Helping Learners Meet Pennsylvania Academic Standards
- **English Language Arts**
- **Reading and Writing in Science and Technology/Technical Subjects**
- **Reading and Writing in History and Social Studies**
- **Career Education and Work**
- **Business, Computer, and Information Technology**
- **The Pennsylvania Career Ready Skills Continuum**

By Aligning with
AASL National School Library Standards for Learners and ISTE Standards for Students

**An Update and Expansion of *The Model Curriculum for PA School Library Programs* (2012)
Long-Term Transfer Goals, Big Ideas, Essential Questions, Concepts, and Learner Competencies**

September 30, 2019

The Model Curriculum for Learners in Pennsylvania School Libraries
Table of Contents

Overview

The Model Curriculum for Learners in Pennsylvania School Libraries is an update and expansion of Stage 1 of *The Model Curriculum for PA School Library Programs* (2012) published by the Office of Commonwealth Libraries, Pennsylvania Department of Education.

The Model Curriculum for Learners in Pennsylvania School Libraries provides a curriculum in information and digital literacy that school librarians can use to partner with educators to help learners learn and meet PA Academic Standards. The Committee reviewed the following Pennsylvania Academic Standards and identified 43 Standards for which school librarians can take primary teaching responsibility and 14 standards that school librarians can partner with teachers to support:

- English Language Arts
- Reading and Writing in Science and Technology/Technical Subjects
- Reading and Writing in History and Social Studies
- Career Education and Work
- Business, Computer, and Information Technology
- Pennsylvania Career Ready Skills Continuum.

Two sets of these PA Academic Standards are new since 2014*: Career Education and Work* and *the Pennsylvania Career Ready Skills Continuum*, that set out competencies and career-ready skills that learners should possess as they prepare for their post-secondary careers.

The International Society of Technology in Education (ISTE) Standards for Students (2016) and the American Association of School Librarians (AASL) *National School Library Standards for Learners, School Librarians, and School Libraries* (2017) support and reinforce the PA Academic Standards and identify the information and digital competencies that learners need to develop to demonstrate their mastery of the PA Academic Standards.

Long-Term Transfer Goals for Learners
In Stage 1 Desired Results, the Committee established four long-term transfer goals, based on the four domains of the Framework for Learners. These long-term goals identify the fundamental understandings, knowledge, and skills learners should develop and what learners should be able to do when they confront new challenges—both in and outside of school.

Learners will be able to use their learning independently to

- **Explore** various perspectives, gain knowledge, and satisfy personal curiosity as readers and critical thinkers. **(Think)**
- **Engage** in an inquiry process to draw conclusions, make informed decisions, and create new knowledge. **(Create)**
- **Collaborate**, share knowledge, and participate ethically and productively as responsible citizens. **(Share)**
- **Pursue** personal growth and enjoyment through seeking knowledge and reflection **(Grow)**

Based on the Domains: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

Big Ideas for Learners
To help learners achieve these four long-term transfer goals, the Committee identified six big ideas, which are based on the AASL Shared Foundations of the Framework for Learners. Each of the six big ideas expresses the deep understandings that learners should develop as they progress from Pre-Kindergarten through grade 12.

I. **Inquire:** Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
II. **Include:** Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
III. **Collaborate:** Learners work effectively with others to broaden perspectives and work toward common goals.
IV. **Curate:** Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
V. **Explore:** Learners read, discover and innovate with a growth mindset developed through experience and reflection.
VI. **Engage**: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Based on the Shared Foundations: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

Essential Questions for Learners
For each of these six big ideas, the Committee formulated three-to-five related essential questions to prompt learners to think critically and deeply and to pursue inquiry-based learning. School librarians can use these probing questions as the basis of their instruction in information literacy to encourage learners to delve into different aspects of the big ideas. School librarians can then build upon these broad questions to develop learning plans at each of the grade-band levels to help learners inquire, include, collaborate, curate, explore, and engage.

Library Information Concepts for Learners
From these big ideas and essential questions, the Committee named thirty key library and information concepts that express core knowledge learners should know and understand about library and information literacy. Each of the six big ideas relates to specific library and information concepts. For example, the Big Idea "Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems" embodies eight library and information concepts ranging from "Constructing Questions for Research and Inquiry" to "Integrating Diverse Media."

Learner Competencies
Building on these four Long-Term Transfer Goals, six Big Ideas and their related essential questions, and thirty related library and information concepts, the Committee formulated competencies for learners that express key skills and what learners should be able to do at each grade band. Each of the Big Ideas and related library information Concepts has specific competencies for learners in a grade band. The PA Academic Standards are differentiated by grade level, making it clear which competencies should be demonstrated by learners at each grade band or level. Both the *AASL Framework for Learners* and the ISTE Standards for Students do not differentiate competencies by grade bands or grade levels. Thus, school librarians

must decide how to decide which of these competencies are most appropriate for learners in their schools and adapt the competencies to what learners in those grade bands or levels are capable of demonstrating.

Learners in Grade-Band Pre-K-2 should be able demonstrate 57 competencies representing the six Big Ideas by the completion of grade 2. Learners in Grade-Band 3-5 should be able to demonstrate 50 competencies by the completion of grade 5; Learners in Grade-Band 6-8 should be able to demonstrate 42 competencies by the completion of grade 8. Learners in Grade-Band 9-12 should be able to demonstrate 43 competencies by graduation.

The library and information concepts and the learner competencies spiral upward in complexity as learners progress through the grade bands. The emphasis of *The Model Curriculum* is on the vertical articulation of concepts and competencies from Pre-Kindergarten through grade 12. This emphasis on vertical articulation is evident in the presentation of the student competencies across the grade bands.

A Roadmap for Using The Model Curriculum for Learners in Pennsylvania School Libraries
How you as a school librarian will be able to make the most effective use of *The Model Curriculum for Learners in Pennsylvania School Libraries* in your school and your school district depends on whether your district has developed an information literacy curriculum to align with PA Academic Standards since the AASL National School Library Standards and the ISTE Standards for Students were published in 2018 and 2016 respectively.

Individually in your school or collectively with other school librarians in your district, you can determine what parts of *The Model Curriculum* will help you develop your district's information literacy curriculum for learners in grades PK to 12. If you already have an information literacy curriculum, you can update your curriculum to include the new PA Academic Standards and/or the AASL National School Library Standards for Learners and/or the ISTE Standards for Students. Including both the AASL Standards and the ISTE Standards provides the widest range of learner competencies and provides comprehensive coverage for the broad range of PA Academic Standards. The ISTE Standards focus on learner competencies for using technology, and supplement the learner competencies of the AASL Standards for Learners.

The *Model Curriculum for Learners in Pennsylvania School Libraries* is not mandated by the PA Department of Education. Rather it is offered as a model for a vertically-articulated information literacy curriculum anchored by the *AASL Standards for Learners* and the *ISTE Standards for Students* to help learners across the grades pre-kindergarten through twelve build the competencies identified in the PA Academic Standards.

You can adopt *The Model Curriculum* or adapt any part of it to benefit your educators and your learners.

The Model Curriculum for Learners in Pennsylvania School Libraries
Stage 1 Desired Results: Long-Term Transfer Goals, Big Ideas and Essential Questions

Long-Term Transfer Goals highlight the understandings, knowledge, and skills that we seek in the long run
(what we want learners to be able to do when they confront new challenges) both in and outside of school.

Learners will be able to use their learning independently to
- **Explore** various perspectives, gain knowledge, and satisfy personal curiosity as readers and critical thinkers. **(Think)**
- **Engage** in an inquiry process to draw conclusions, make informed decisions, and create new knowledge. **(Create)**
- **Collaborate**, share knowledge, and participate ethically and productively as responsible citizens. **(Share)**
- **Pursue** personal growth and enjoyment through seeking knowledge and reflection **(Grow)**

Based on the Domains: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

Big Ideas	Essential Questions: How Do Learners . . .
I. Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.	- display curiosity and initiative? - engage with and create meaning from information and text? - participate in an inquiry-based process?
II. Include: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	- become informed and committed to the concept of diversity? - gain perspective, recognize, and represent diverse points of view? - reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?
III. Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.	- adapt, communicate, and exchange knowledge and ideas with others? - collaborate productively with others to create? - actively participate in communication networks?
IV. Curate: Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.	- act on an information need? - gather information appropriate to the task? - determine an author's purpose? - systematically question and assess the authority, bias, accuracy, relevancy, and currency of information? - select and organize information for a variety of audiences?
V. Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.	- develop and satisfy personal curiosity? - read widely and deeply in multiple formats and create for a variety of purposes? - persevere to solve problems through inquiry, implementation, and reflection? - organize and synthesize information from various sources?
VI. Engage: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.	- follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? - use valid information and reasoned conclusions to make ethical decisions in creating new knowledge? - personalize their use of information and information technologies? - engage with information to extend their personal learning?

The Model Curriculum for Learners in Pennsylvania School Libraries
Big Ideas

I. Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
II. Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
III. Collaborate	Learners work effectively with others to broaden perspectives and work toward common goals.
IV. Curate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
V. Explore	Learners read, discover and innovate with a growth mindset developed through experience and reflection.
VI. Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Based on the Shared Foundations: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

The Model Curriculum for Learners in Pennsylvania School Libraries
Essential Questions

I. Learners Inquire	II. Learners Include	III. Learners Collaborate	IV. Learners Curate	VI. Learners Explore	VI. Learners Engage
How do learners: • display curiosity and initiative? • engage with and create meaning from information and text? • participate in an inquiry-based process?	How do learners: • become informed and committed to the concept of diversity? • gain perspective, recognize, and represent diverse points of view? • reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?	How do learners: • adapt, communicate, and exchange knowledge and ideas with others? • collaborate productively with others to create? • participate actively in communication networks?	How do learners: • act on an information need? • gather information appropriate to the task? • determine an author's purpose? • question and assess the authority, bias, accuracy, relevancy, and currency of information systematically? • select and organize information for a variety of audiences?	How do learners: • develop and satisfy personal curiosity? • read widely and deeply in multiple formats and create for a variety of purposes? • persevere to solve problems through inquiry, implementation, and reflection? • organize and synthesize information from various sources?	How do learners: • follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? • use valid information and reasoned conclusions to make ethical decisions in creating new knowledge? • personalize their use of information and information technologies? • engage with information to extend their personal learning?

The Model Curriculum for Learners in Pennsylvania School Libraries
Concepts Aligned with the Big Ideas

I. Inquire	II. Include	III. Collaborate	IV. Curate	V. Explore	VI. Engage
Constructing Questions for Research & Inquiry	Examining Perspectives and Points of View	Engaging in a Learning Community	Using Sources of Information	Selecting and Reading Literary Fiction, Nonfiction, & Informational Texts	Attributing Information Sources
Using Information in Research & Inquiry Processes	Developing Social Problem-Solving Skills	Using Digital Tools for Collaboration	Locating Nonfiction and Informational Texts	Using & Presenting Information in Different Media Formats	Creating Multimedia to Demonstrate Learning
Drawing Evidence from Literature & Nonfiction		Communicating to Establish & Sustain Relationships	Evaluating Information Sources	Personalizing Lifelong Learning	Developing Digital Skills
Identifying and Using Text Features			Selecting Information for Use in Research and Inquiry Processes	Developing Self-Awareness and Self-Management	Demonstrating Etiquette in Using Technology
Applying Strategies to Create Meaning from Literary Fiction			Using & Synthesizing Information		Applying Principles of Intellectual Property
Summarizing Main Ideas & Details			Identifying Fiction & Nonfiction		Using Information & Technology Safely & Responsibly
Identifying Elements of a Story					Communicating Effectively to Establish & Sustain Relationships
Integrating Diverse Media					

Library Curriculum Framework
Stage 1 Desired Results: Concepts & Competencies
PA Academic Standards, AASL Standards for Learners & ISTE Standards for Students
Arranged by Concepts & Grade Bands PK-12

Big Idea I Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Essential Questions	▪ How do learners display curiosity and initiative? ▪ How do learners engage with and create meaning from information and text? ▪ How do learners participate in an inquiry-based process?

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Constructing Questions for Research and Inquiry								
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Grade Band	Science 3._._ Grade Band	SS & H 8._._ Grade Band	CEW 13._._ Grades 3, 5, 8, 11	BCIT 15._._ Grade Band	CRSC PK-12	Shared Foundation. Domain. Competency PK-12	Number Letter PK-12
9-12	Narrow a self-generated, broad research question.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12	13.2.B 9-12	15.3.C 9-12		**I.A.1** **I.D.2** II.D.2 IV.A	1a 3a
6-8	Develop a self-generated, focused research question and sub-questions about a topic.	1.4.V 6-8	3.6.F 6-8	8.6.F 6-8	13..B 6-8			**I.A.1** V.A.3	4a 3a
3-5	Choose aspects of a topic to investigate.	1.4.V 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5			**I.A.2** **I.B.2**	3a

Grade	Standard								
3-5	Develop questions to be answered about a topic for short research projects.	1.4.V 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5			**I.A.1** I.B.2	3a
K-2	Choose a topic with guidance as part of grade-level-appropriate research process.	1.4.V PK-2						**I.A**	
PK-2	Participate in individual or shared research.	1.4.V PK-K						**I.A** **I.B** IV.A	3a
PK	Ask questions about a topic of personal interest.	1.4.V PK-2						**I.A.1**	
Concept: Using Information in Research and Inquiry Processes									
9-12	Use specific textual evidence from primary and secondary sources.		3.5.A 9-12	8.5.A 8.5.I 6-8				**I.B**	
6-8	Use specific textual evidence from primary and secondary sources and analyze the relationship between these sources.		3.5.A 6-8	8.5.A 8.5.I 6-8				**I.B**	
6-8	Use information to answer research questions and sub-questions about topic.	1.4.V 6-8	3.6.F 6-8	8.6.F 6-8				**I.A.2** I.B.1 IV.B.3	4a 3a
3-5	Recall information from past experiences.	1.4.V 1.4.W 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5	15.3.E 15.3.I 3-5		**I.A.2**	2c
3	Use information to answer questions.	1.4.W 3-5			13.1.5.F 13.2.5.B 3-5	15.3.E 15.3.I 3-5		**I.A.2** I.B.3 IV.B.3	

2	Recall information from experiences or gather information from provided sources to answer a question.	1.4.W PK-2						**I.A.2** **I.B.1** **I.B.3**	
PK-1	Recall information from experiences or gather information from provided sources to answer a question, with guidance and support.	1.4.W PK-2						**I.A.2** **I.B.1** **I.B.3**	
**Concept: Drawing Evidence from Literature and Nonfiction**								
9-12	Draw supporting evidence from literature or nonfiction to make a point or express a personal opinion.	1.4.S 1.4.V 9-12	3.6.F	8.6.F	13.1.11.F	15.3.C		**I.A** **I.B.1** IV.B V.A VI.D	3b 3d
6-8	Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.	1.4.S 1.4.V 1.4.W 6-8	3.6.F	8.6.F	13.1.8.F	15.3.C		**I.A** **I.B.1** IV.A IV.B.2 VI.A.3 VI.D	2b 3a 3b 3d
3-5	Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.	1.4.I 1.4.S 1.4.V 1.4.W 3-5	3.6.F	8.6.F	13.2.5.B	15.3.C 15.3.E 3-5		**I.A** **I.B.1** IV.B.3 V.A VI.D	3a 3b 3d
**Concept: Identifying and Using Text Features**								
3	Use text features and search tools to locate and interpret information in print and digital sources.	1.2.E 1.2.G 3-5						**I.B.1** **I.B.2**	3a
2	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	1.2.E PK-2						**I.B.2** IV.A.2 IV.B.1	3a

1	Identify text features to locate key facts or information in a text.	1.2.E PK-2						**I.B.2** IV.A.2	3a
K	Identify parts of a book e.g., title, author and parts of text e.g., beginning, end, details.	1.2.E PK-2						**I.B.2** IV.A.2 V.A.1	
PK	Locate and identify the parts of a book.	1.2.E PK-2						**I.B.2** IV.A.2	
**Concept: Applying Strategies to Create Meaning in Literary Fiction**
9-12	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 9-12						**I**	
6-8	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 6-8						**I**	
3-5	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 3-5						**I**	
1-2	Apply strategies to create meaning from literature by questioning, reflecting, responding, and evaluating.	1.3.K PK-2						**I.A.2**	
PK-K	Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating.	1.3.K PK-2						**I.A.2**	
**Concept: Summarizing Main Ideas and Details**
5	Summarize main points from text read aloud or presented orally or in other media formats.	1.5.B 3-5						**I.C.1**	
4	Paraphrase part of text read aloud or presented orally or in other media formats.	1.5.B 3-5						**I.C.1** .	

3	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	1.5.B 3-5						**I.C.1**	
2	Describe key ideas from text read aloud or presented orally or presented in another media format.	1.5.B PK-2						**I.C.1**	
1	Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.	1.5.B PK-2						**I.B.1** **I.C.1**	
PK-K	Ask and answer questions about key details in the text read aloud or presented orally.	1.5.B PK-2						**I.B.1** **I.C.1**	
Concept: Identifying Elements of a Story									
2	Identify and explain characters, plot, and settings in a story told either in text or digital form and understand their impact on a story by using information from illustrations and words in text.	1.3.G PK-2						**I.B.1** **V.A.1**	
PK	Identify characters and what happens to them in familiar stories and compare with characters from other familiar stories.	1.3.H PK-1						**I.B.1** **V.A.1**	
PK	Describe illustrations in a story read aloud.	1.3.G PK-2						**I.A.2** **I.B.1** **V.A.1**	
Concept: Integrating Diverse Media									
9-12	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.F 9-12						**I.B** **IV.A.3** **VI.A** **VI.C**	3c 6

8	Integrate multimedia components and visual displays into presentations to clarify and show research.	1.5.F 6-8						**I.B.3** VI.C.2	2c 6a 6b 6c
7	Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.	1.5.F 6-8						**I.B.3** VI.C.2	2c 6a 6b 6c
6	Add multimedia components and visual displays to presentations to clarify information.	1.5.F 6-8						**I.B.3** VI.C.2	2c 6a 6b 6c
5	Add multimedia components and visual displays to presentations to enhance the development of main ideas or themes.	1.5.F 3-5						**I.B.3** VI.C.2 VI.D.1	2c 6a 6b 6d
4	Add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	1.5.F 3-5						**I.B.3** VI.C.2 VI.D.1	2c 6a 6b 6d
3	Add drawings or other visual displays to recording to emphasize or enhance facts or details.	1.5.F 3-5						**I.B.3** VI.D.1	2c 6a 6b 6d
1-2	Add drawings or other visual displays to presentation to clarify ideas, thoughts, and feelings.	1.5.F 3-5						**I.B.3** V.A.1 VI.C.2	6d

Big Idea II: Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Essential Questions	▪ How do learners become informed and committed to the concept of diversity? ▪ How do learners gain perspective, recognize, and represent diverse points of view? ▪ How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Examining Perspectives and Points of View								
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Band	Science 3._._ Band	SS & H 8._._ Band	CEW 13._._ 3,5,8,11	BCIT 15._._ Band	CRSC PK-12	Shared Foundation. Domain. Competency	Number Letter PK-12
9-12	Compare and make connections among several points of view about the same issue, evaluating the strengths and weaknesses of arguments.	1.2.H 1.4.V 9-12	3.6.F 9-12	8.6.F 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.A I.B **II.B** **II.D.2** IV.A.3 IV.B IV.D.1	3b 3c 3d
9-12	Acknowledge controversy by using a variety of sources and incorporating opposing claims or differing viewpoints to present an argument.	1.4.I 9-12		8.6.G 9-12 8.6.H 9-12				**II.A** **II.B** IV.B V.A	3d 7a
9-12	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S 9-12						**I.A.1** **I.B.1** **II.A.3** **II.D.3**	3d 4a 5b
6-8	Identify alternate or opposing claims.	1.4.I 6-8	3.6.G 6-8	8.6.G 6-8		15.3.E 15.4.L 6-8		**II.A** **II.B** V.A.2	2b 3b

6-8	Determine the author's point of view or purpose in a text.	1.2.D 6-8						**II.A** **II.B** IV.B	3b
6-8	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S						I.A.1 I.B.1 **II.A.3** **II.D.3**	3d 4a 5b
3-5	Compare and contrast accounts of the same event told from different points of view.	1.2.D 1.2.H 3-5						**II.A.2** IV.B	3b
3	Explain the point of view of the author.	1.2.D 3							
3-5	Identify and use texts and resources that represent a broad range of cultures and identities.	1.4.S						I.A.1 I.B.1 **II.A.3** **II.D.3**	3d 4a 5b
K	Define the roles of author and illustrator.	1.3.D PK-K						**II.A.2**	
K	Identify similarities and differences among characters from different stories.	1.3.H PK-1						**II.B.2** **II.B.3** V.A.1	
PK-2	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S PK-1						I.A.1, I.B.1 **II.A.3** **II.D.3**	3d 4a 5b
	Concept: Developing Social Problem-Solving Skills								
9-12	Explain how you situate yourself in a diverse community.						B 9-12	**II.C** **II.D**	
9-12	Evaluate strategies to prevent and resolve conflicts.						B 9-12	**II.C.2**	

Grade	Skill								
9-12	Evaluate how societal conventions may influence the perspectives of individuals.						C 9-12	**II.B.1** **II.C**	
6-8	Interact with others demonstrating respect, cooperation, and acceptance.						B 6-8	**II.C** **II.D**	
6-8	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.						B 6-8	**II.C.2**	
6-8	Analyze various perspectives on a situation.						C 6-8	**II.B.1** **II.C**	
1 — 5	Demonstrate respect for the uniqueness of others.						**II.C** **II.D**	**II.C** **II.D**	
1 — 5	Identify multiple ways to solve conflicts and practice solving problems.						**II.C.2**	**II.C.2**	
1 — 5	Respond to others given a sense of the others' point of view.						**II.B.1** **II.C**	**II.B.1** **II.C**	
PK-K	Identify similarities and differences between self and others.						B PK-K	**II.C** **II.D**	
PK-K	Recognize that conflict occurs and identify ways to respond.						B PK-K	**II.C.2**	
PK-K	Recognize and respond to the feelings of others.						C PK-K	**II.B.1** **II.C**	

Big Idea III: Collaborate	Learners work effectively with others to broaden perspectives and work toward common goals.							
Essential Questions	• How do learners adapt, communicate, and exchange knowledge and ideas with others? • How do learners collaborate productively with others to create? • How do learners actively participate in communication networks?							

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Engaging in a Learning Community								
Grade Band	**Learner Competencies** What students should be able to do; key skills	ELA 1._._ Band	Science 3._._ Band	SS & H 8._._ Band	CEW 13._._ 3,5,8,11	BCIT 15._._ Band	CRSC PK-12	Shared Foundation. Domain. Competency	Number Letter PK-12
9-12	Engage actively in a learning group by establishing connections with other learners to build on prior knowledge and create new knowledge.							III	1b
9-12	Solicit and respond to feedback from others.							III	1c
9-12	Include diverse perspectives in the inquiry process.							III	7a 7b 7d
9-12	Recognize and contribute actively to learning as a social responsibility.							III	7a 7b 7c 7d
6-8	Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge.							III.A.1 III.B; III.C.2 III.D.1 III.D.2	3d 7a 7b 7d

3-5	Develop new understandings through engagement in a learning group.								**III.A.2**	
3-5	Solicit and respond to the feedback of others.								**III.C.1**	
3-5	Contribute actively to group discussions.								**III.D.1**	
PK-2	Contribute actively to group discussions.									
K	Engage in group reading activities related to nonfiction with purpose and understanding.	1.2.L PK-2							**III.A.2** **III.D.1**	
PK	Engage in group reading activities actively, with prompting and support.	1.2.L PK-2							**III.D.1**	
Concept: Using Digital Tools for Collaboration										
3-5	Use technology and keyboarding skills to interact and collaborate with others, with guidance and support.	1.4.U 3-5							II.D.2 **III.B** **III.C** **III.D**	2c 6 7b 7c
1-2	Use digital tools in collaboration with peers, with guidance and support.	1.4.U K-2							I.C.4 II.B **III.B**	6a 6d 7c
K	Explore digital tools in collaboration with peers, with guidance and support.	1.4.U K-2							II.B.1 **III.B**	7c

Concept: Communicating to Establish and Sustain Relationships								
9-12	Establish pro-social relationships to support self and others.						B 9-12	III.D	
9-12	Select expressive communication strategies specific to context.						B 9-12	III.B	
6-8	Explain how empathy and perspective taking foster relationship building.						B 6-8	III.D	
6-8	Explain how expressive communication strategies can affect others.						B 6-8	III.B	
1 – 5	Explain ways to establish relationships that are positive and supportive of others.						B 1-5	III.D	
1 – 5	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.						B 1-5	III.B	
PK-K	Interact in pro-social ways (e.g. reciprocal conversation, turn taking, sharing) with peers and adults.						B PK-K	III.D	
PK-K	Engage in reciprocal communication with peers and adults.						B PK-K	III.B	

Big Idea IV: Curate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Essential Questions	▪ How do learners act on an information need? ▪ How do learners gather information appropriate to the task? ▪ How do learners determine an author's purpose? ▪ How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information? ▪ How do learners select and organize information for a variety of audiences?

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Using Sources of Information								
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Band	Science 3._._ Band	SS & H 8._._ Band	CEW 13._._ 3,5,8,11	BCIT 15._._ Band	CRSC PK-12	Shared Foundation. Domain. Competency	Number Letter PK-12
9-12	Access print and digital resources including the library catalog and databases using features within the source itself.		3.6.G 9-12	8.6.G 9-12		15.3.I 9-12		**IV.A** **IV.B**	
9-12	Use search functions of a database to access digitally stored sources. natural language searching, keyword, limiters subject headings.		3.6.G 9-12	8.6.G 9-12		15.3.I 9-12		I.D **IV.D**	
9-12	Independently, use various print and digital reference sources.	1.2.L 9-12	3.5.I 9-12	8.5.I 9-12				**IV.A** **IV.B** V.A	
6-8	Independently, use various print and digital reference sources.			8.5.I 6-8				**IV.B** V.A	3b
6-8	Gather information that pertains to topic from various print and digital sources.		3.6.G 6-8					I.B **IV.A** **IV.B**	2b 3b

Grade	Competency								
6-8	Conduct a search using proper search terms.		3.6.G 6-8					I.A	2b 3b
4-5	Use various print and digital reference sources independently.	1.2.L 3-5						IV V.A	3d

<p align="center">**Concept: Locating Nonfiction and Informational Texts**</p>

Grade	Competency								
3	Locate nonfiction and informational texts using a variety of tools (e.g. library catalog, database index) independently.	1.2.L 3-5						I.B.2 IV V.A	3d
2	Locate, with support, nonfiction and informational texts using a variety of tools (e.g. library catalog, database index).	1.2.L PK-2						IV.B.1	3a
1	Locate and select literary nonfiction on grade level independently.	1.2.L PK-2						IV.B.1	3a
PK-2	Locate content-specific digital resources, with help and support.					15.4.L PK-2		IV.A.2 IV.B.1	3a

<p align="center">**Concept: Evaluating Information Sources**</p>

Grade	Competency								
9-12	Identify and evaluate an author's credentials and background information to determine the author's purpose or point of view.	1.2.D 9-12						II.B.1 IV.B.3 VI.A.3	3b
9-12	Analyze information and evaluate sources for authority, bias, accuracy, relevancy, and currency of information.	1.5.C 1.4.W 1.2.G 9-12	3.6.G 9-12	8.6.G 9-12	13.2.B 13.1.F 9-12	15.3.E 15.4.K 15.3.I 9-12		II.A IV.A IV.B IV.D V.A VI.A	3c 4b 5b
6-8	Evaluate text based on the author's claim and relevant evidence.	1.2.D 6-8	3.5.H 6-8	8.5.H 6-8				II.A II.B V.A.2	3b

6-8	Evaluate a source for authority, bias, accuracy, relevancy, and currency of information.	1.4.I 1.5.C 6-8	3.6.G 6-8	8.6.G 6-8	13.2.B 6-8	15.3.E 15.4.L 6-8		II.A.2 II.B.2 **IV.A** **IV.B** **VI.A.3**	2b 3b 3c
7	Analyze information in different media formats, including main ideas and supporting details.	1.5.C 6-8						VI.A.3 I.B.1	3c
6	Interpret information presented in different media formats.	1.5.C 6-8						II.B **IV.B** V.C.1	3c
3-5	Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability, and currency of information.	1.4.I 1.4.W 3-5			13.2.5.B	15.4.L 15.3.E 3-5		I.B.1 II.B **IV.A.3** **IV.B.3**	3b
	Concept: Selecting Information for Use in Research and Inquiry Processes								
9-12	Select information from informational texts to support analysis, reflection, and research.		3.6.H 9-12		13.1.F 13.2.B 9-12			I.B.1 I.D **IV.A** **IV.B** **IV.D.1**	3b 5b
6-8	Select information from informational texts to support analysis, reflection, and research.		3.6.H 6-8	8.6.H 6-8	13.1.F 13.2.B 6-8			II.A.2 **IV A** V.A	3b
6-8	Integrate information from various mediums to understand a topic or issue.	1.2.G 6-8	8.5.G 6-8	8.5.G 6-8		15.3.E 6-8		**IV.A** **IV.B** V.A.1	3b
6-8	Evaluate the advantages and disadvantages of how information is presented in different mediums.	1.2.G 6-8						**IV.B** VI.A	3b

3-5	Locate information from sources, including both print and digital, to answer a question or solve a problem.	1.4.V 1.4.W 1.2.G 3-5			13.2.5.B 3-5	15.3.E 15.3.I 3-5		**IV.B**	2c 3c
4	Explain how information from various sources contributes to understanding text.	1.2.G 3-5						**IV.B** **IV.C**	3c
PK-2	Identify similarities and differences among text, graphics, audio, animation, and video, with help and support.	1.3.D PK-K						III.B.1 **IV.A.2** V.A.1	
PK	Locate author's and illustrator's names on a book cover or title page.	1.3.D PK-K						**IV.A.2**	
Concept: Using and Synthesizing Information									
9-12	Synthesize information found in multiple sources.	1.2.G 1.4.W 9-12	3.5.G 9-12	8.5.G 8.5.I 9-12	13.1.F 13.2.B 9-12	15.3.E 15.3.I 9-12		I.B.2 **IV.D** VI.A.3 VI.B	4a 5b 3d
9-12	Summarize, paraphrase, and quote from resources.	1.4.S 1.4.W 9-12			13.1.F 13.2.B 9-12			**IV.B** **IV.D.1**	
9-12	Take notes on relevant information to support one's own position.	1.4.S 1.4.W 9-12			13.1.F 13.2.B 9-12			I.B **IV.A** **IV.B**	4a
6-8	Summarize, paraphrase, and quote from resources.	1.4.S 1.4.W 6-8						I.B.1 **IV.B.2** VI.B	2b 3a
3-5	Organize answers to questions by sorting information into provided categories.	1.4.V 1.4.W 3-5				15.3.E 15.3.I 3-5		**IV.B**	2c

3-5	Use grade-level-appropriate note-taking skills, including paraphrasing and/or summarizing.	1.4.S 1.4.V 1.4.W 3-5			13.2.5.B 3-5			I.B **IV.B**	2c 3a 3d
**Concept: Identifying Fiction and Nonfiction**
1	Explain the difference between fiction and nonfiction texts.	1.3.E PK-1						I.A.2 **IV.A**	
K	Identify fiction and nonfiction.	1.3.E PK-1						**IV.A** V.A.1	
PK	Identify fiction and nonfiction texts, with prompting and support.	1.3.E PK-1						**IV.A** V.A.1	

Big Idea V: Explore	Learners read, discover and innovate with a growth mindset developed through experience and reflection.
Essential Questions	▪ How do learners develop and satisfy personal curiosity? ▪ How do learners read widely and deeply in multiple formats and create for a variety of purposes? ▪ How do learners persevere to solve problems through inquiry, implementation, and reflection?

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts								
Grade Band	**Learner Competencies** **What students should be able to do; key skills**	**ELA** 1._._ **Band**	**Science** 3._._ **Band**	**SS & H** 8._._ **Band**	**CEW** 13._._ **3,5,8,11**	**BCIT** 15._._ **Band**	**CRSC** **PK-12**	**Shared Foundation. Domain. Competency**	**Number Letter PK-12**
9-12	Locate, select, and utilize literary fiction, nonfiction, and informational texts independently for personal growth or independent analysis, reflection, and research.	1.2.L 1.3.K 1.4.S 1.4.V 9-12	3.6.F 3.5.I 9-12	8.6.F 8.5.I 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.D IV.A IV.B IV.D **V.A**	3c 3d 4a 5b 6a
6-8	Locate and select independently literary nonfiction and informational texts on grade level.	1.2.L 6-8			13.2.B 6-8			**V.A**	3d
6-8	Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	1.3.K 6-8						**V.A**	3d
5	Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	1.3.K 3-5						**V.A**	3d
3-4	Select and read grade-level-appropriate literary fiction in a variety of genres and formats with support.	1.3.K 3-5						**V.A**	3d

5	Select and read independently literary nonfiction and informational texts on grade level.	1.2.L 3-5						**V.A**	3d
3-4	Select and read literary nonfiction and informational texts on grade level, with support.	1.2.L 3-5						**V.A**	3d
2	Select and read independently grade-level-appropriate literature in a variety of genres and formats.	1.3.K PK-2						**V.A**	3d
1	Select and read grade-level-appropriate literature in a variety of genres and formats, with guidance and support.	1.3.K PK-2						**V.A**	3d
K	Select grade-level-appropriate literature, with assistance.	1.3.K PK-2						**V.A.1**	3d
PK	Engage actively in group reading activities in a variety of genres, with prompting and support.	1.3.K PK-2						**V.A.1**	3d
Concept: Using and Presenting Information in Different Media Formats									
9-12	Integrate visual and audio representations of information in diverse media formats.	1.5.C 9-12			13.1.F 9-12			IV.D **V.B**	4b 5b
6-8	Integrate information presented in different media formats to demonstrate understanding.	1.2.G 6-8						**V.A.1**	3b
3-5	Use information from text to demonstrate understanding.	1.2.G 3-5						**V.A.1**	
2	Explain how graphic representations contribute to and clarify the meaning of a text.	1.2.G PK-2						**V.A.1**	

1	Describe key ideas through illustrations and text.	1.2.G PK-2						**V.A.1**	
K	Describe relationships between illustrations and text.	1.2.G PK-2						**V.A.1**	
PK	Identify illustrations that connect with written words, with support.	1.2.G PK-2						**V.A.1**	
**Concept: Personalizing Lifelong Learning**								
9-12	Engage in sustained inquiry demonstrating interest in other perspectives.	1.4.V 9-12	3.6.E 9-12	8.6.E 9-12	13.3.G 9-12	15.3.W 9-12		I.D **V.D**	1a
9-12	Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12		15.3.E 9-12		IV.D **V.D**	
9-12	Respond iteratively to challenges, and recognize capabilities and skills can be developed, improved, and expanded.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12		15.3.A 15.3.M 9-12		**V.D** VI.D	1a
9-12	Accept feedback open-mindedly for positive and constructive growth.	1.4.V 9-12				15.3.A 15.3.M 9-12		**V.D**	1a
9-12	Personalize use of information and information technologies.	1.4.U 9-12	3.6.F 9-12	8.6.F 9-12		15.3.T 15.3.W 9-12		**V.D** VI.D	1a
8	Identify formal and informal lifelong learning opportunities that support career retention and advancement.				13.3.G 6-8			I.D II.D III.D **V.D**	1a
5	Describe how personal interests and abilities impact lifelong learning.				13.3.G 3-5			I.D.3 II.D.3 III.D **V.D.2**	1a

3	Define and describe the importance of lifelong learning.							I.D.3 II.D.3 III.D.2	1a
Concept: Developing Self-Awareness and Self-Management									
9-12	Advocate for oneself in education, employment, and within the community.						A 9-12	**V.D**	
9-12	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.						A 9-12	**V.B** **V.D**	
6-8	Explain to others one's own strengths, needs, and preferences specific to a context.						A 6-8	**V.D**	
6-8	Identify and select coping skills relevant to adverse situations.						A 6-8	**V.B** **V.D**	
1 – 5	Identify one's own strengths, needs, and preferences.							**V.D**	
1 – 5	Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).							**V.B** **V.D**	
PK-K	Demonstrate awareness of self and one's own preferences.						A PK-K	**V.D**	
PK-K	Distinguish between situations that elicit positive or negative feelings.						A PK-K	**V.B** **V.D**	

Big Idea VI: Engage	Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Essential Questions	• How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media? • How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge? • How do learners personalize their use of information and information technologies? • How do learners engage with information to extend their personal learning?

Concepts and Competencies for Learners	PA Academic Standards						AASL Standards for Learners	ISTE Standards for Students
Concept: Attributing Information Sources								
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Band	Science 3._._ Band	SS & H 8._._ Band	CEW 13._._ 3,5,8,11	BCIT 15._._ Band	CRSC PK-12	Shared Foundation. Domain. Competency	Number Letter PK-12
9-12	Use standard citation format e.g. endnotes, footnotes, parenthetical citation to document specific primary or secondary source information and include a standard citation page (e.g. bibliography, works cited).	1.4.S 1.4.W 9-12	3.5.A 9-12	8.5.A 8.5.I 9-12				I.B VI	2c
6-8	Cite specific textual evidence from primary and secondary sources.		3.5.A 6-8	8.5.A 8.5.I 6-8				VI.B VI.C	3b
6-8	Cite sources using standard bibliographic citation format.	1.4.S 1.4.W 6-8						VI.B VI.C.1	2b 3a
4-5	Identify bibliographic information to create a list of sources used.	1.4.W 3-5			13.2.5.B	15.3.E 15.3.I 3-5		VI.A.2 VI.B.2	2c

**Concept: Creating Multimedia to Demonstrate Learning**
9-12	Create multimedia products to present relationships between information and ideas.	1.4.U 9-12	3.6.F 9-12	8.6.F 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.C IV.D.3 **VI.C.2**	6
6-8	Select and utilize multimedia to create digital media appropriate to audience.					15.4.B 15.3.T 6-8		**VI.C**	6
3-5	Select and utilize multimedia to create digital media appropriate to audience.					15.4.G 15.4.K 3-5		I.B.3. **VI**	6a 6b 6d
**Concept: Developing Digital Skills**
9-12	Use ongoing feedback and technology to produce, publish, and update individual or shared products ethically.	1.4.U 9-12	3.6.E 9-12	8.6.E 9-12		15.3.W 9-12		I.C III.C IV.C.3 IV.D **VI**	6c
6-8	Use technology ethically to produce and publish as well as interact and collaborate with others.	1.4.U 6-8	3.6.E 6-8	8.6.E 6-8		15.3.W 6-8		III.B.1 **VI.B.1** **VI.C** **VI.D**	
3-5	Use technology and keyboarding skills to produce and publish a product, with guidance and support.	1.4.U 3-5				15.4.G 15.4.K 3-5		I.C.4 **VI**	2c 6 7b 7c
1-2	Use digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 **VI.D.1**	6a 6d 7c
K	Explore digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 **VI.D.1**	7c

**Concept: Demonstrating Etiquette in Using Technology**
9-12	Demonstrate technology etiquette skills and leadership when communicating with others.					15.3.M 15.3.W 9-12		**VI**	2
6-8	Demonstrate proper etiquette when networking either face-to-face or online.					15.3.M 15.3.W 6-8		III.B,D IV.C.2 **VI.C**	2b 2c 3c 7b
3-5	Apply proper etiquette when using technology.					15.3.M 3-5		**VI.A.1 VI.C.2 VI.D.3**	2 6b
PK-2	Demonstrate proper care of technology and equipment.					15.4.B PK-2		**VI.A.1 VI.A.2**	2b
K	Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g., how to turn device on and off, turn pages, protect screen).	1.1.A PK-2						**VI.D.1**	1d
PK-K	Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).	1.1.A PK-2							
**Concept: Applying Principles of Intellectual Property**
9-12	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.3.T 15.4.B 9-12		**VI**	2

6-8	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.4.B 15.3.T 6-8		**VI**	6
3-5	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.4.B 15.3.T 3-5		**VI**	6a 6b 6d
Concept: Using Information and Technology Safely and Responsibly									
9-12	Advocate and practice safe, legal, ethical, and responsible use of information and technology in school and in personal situations (e.g., public domain, Creative Commons, educational fair use, copyright).					15.3.T 15.4.B 9-12		**VI**	2 6
6-8	Practice safe, legal, and responsible use of information and technology.					15.4.B 15.3.T 6-8		**VI**	2
3-5	Explain the importance of safe, legal and responsible use of technology.					15.4.B 15.3.T 3-5		**VI**	2 6b
PK-2	Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support.					15.3.T PK-2		**VI.A.1 VI.A.2**	2b
Concept: Communicating Effectively to Establish and Sustain Relationships									
9-12	Select expressive communication strategies specific to context.						B 9-12	**VI.C.2**	
6-8	Explain how expressive communication strategies can affect others.						B 6-8	**VI.C.2**	

1 – 5	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.						B 1-5	VI.C.2	
PK-K	Engage in reciprocal communication with peers and adults.						B PK-K	VI.C.2	

The Model Curriculum for Learners in Pennsylvania School Libraries
PA Academic Standards for which School Librarians Take Primary Responsibility
*PA Academic Standards School Librarians Share with Classroom Teachers

There are Pennsylvania Academic Standards for which school librarians can take primary teaching and assessing responsibility as well as Pennsylvania Academic Standards for which school librarians can share teaching and assessment responsibility with classroom teachers.
These PA Academic Standards are:
- CC.1. English Language Arts: Grade Bands PK-5 and 6-12
- CC.3. Reading and Writing in Science and Technology/Technical Subjects, Grade Bands 6–12
- CC.8. Reading and Writing in History and Social Studies, Grade Bands 6–12
- 13. Career Education and Work Academic Standards
- 15. Business, Computer, and Information Technology, Grade Bands PK–12
- The Pennsylvania Career Ready Skills Continuum

Strands printed in black are those for which school librarians can take **primary responsibility**.

Strands printed in **blue and marked with an asterisk (*)** are those for which **school librarians and classroom teachers can share responsibility.**

CC.1. English Language Arts
Grade Bands PK-12

CC.1.1 Foundational Skills	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CC Standard	**Strand**	**Grade Bands**
CC.1.1.A	Book Handling Skills: Practice handling books	PK-K

CC.1.2 Reading Informational Text	Students read, understand and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.1.2.D	Craft and Structure: Understand different points of view	3–12
CC.1.2.E	Craft and Structure: Use text features and analyze text structure	PK–3
CC.1.2.G	Integration of Knowledge and Ideas: Understand and use diverse media	PK–12
CC.1.2.H	Integration of Knowledge and Ideas: Evaluate points of view and arguments	K–12
*CC.1.2.L	Range of Reading: Read and comprehend informational text and literary nonfiction	PK–12

CC.1.3 Reading Literature	Students read, understand and respond to works of literature--with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.1.3.D	Craft and Structure: Text Structure: Determine author purpose and points of view	PK–K
CC.1.3.E	Craft and Structure: Text Structure: Recognize stories and information	PK–1
CC.1.3.G	Integration of Knowledge and Ideas: Connect text and illustrations in stories	PK–2
CC.1.3.H	Integration of Knowledge and Ideas: Compare characters in stories	PK–2
*CC.1.3.K	Range of Reading: Read and comprehend literature	PK–12

CC.1.4 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
CC.1.4.I	Opinion/Argumentative Content: Support opinion based on evidence	K–12
CC.1.4.S	Respond to Literature: Draw evidence from text	3–12
CC.1.4.U	Technology/Publication: Use technology to produce and publish	K–12
CC.1.4.V	Conducting Research: Conduct a research project (See also 15.3.c Foundations of Communication: Create a Research Paper)	PK–12
CC.1.4.W	Credibility, Reliability, and Validity of Sources: Recall and gather information	PK–12

CC.1.5 Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CC Standard	**Strand**	**Grade Bands**
CC.1.5.B	Comprehension of Text and Collaboration: Listen, question, determine main ideas, and summarize	PK–5
CC.1.5.C	Comprehension and Collaboration: Interpret, analyze, and integrate information from diverse media sources	6–12
CC.1.5.F	Integration of Knowledge and Ideas: Add multimedia to presentations	1–12

CC.3 Reading and Writing in Science and Technology/Technical Subjects
Grade Bands 6-12

CC.3.5 Reading Informational Text	Students read, understand, and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.3.5.A	Key Ideas and Details: cite textual evidence to support analysis	6–12
CC.3.5.G	Integration of Knowledge and Ideas: Integrate quantitative and/or technical information into text and other media formats	6–12
CC.3.5.H	Integration of Knowledge and Ideas: Assess evidence and conclusions drawn from evidence	6–12

CC.3.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
*CC.3.6.E	Production and Distribution of Writing: Use technology to produce and publish	6–12
CC.3.6.F	Research to Build and Present Knowledge: Conduct research projects	6–12
CC.3.6.G	Research to Build and Present Knowledge: Gather relevant information from multiple sources	6–12
CC.3.6.H	Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research	6–12

CC.8 Reading and Writing in History and Social Studies
Grade Bands 6 – 12

CC.8.5 Reading Informational Text	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.8.5.A	Key Ideas and Details: Cite specific textual evidence	6–12
CC.8.5.G	Integration of Knowledge and Ideas: Integrate information in a variety of formats into analysis	6–12
CC.8.5.H	Integration of Knowledge and Ideas: Assess evidence to support an author's premises	6–12
CC.8.5.I	Integration of Knowledge and Ideas: Analyze information in primary and secondary sources	6–12

CC.8.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
*CC.8.6.E	Production and Distribution of Writing: Use technology to Produce and Publish	6–12
CC.8.6.F	Research to Build and Present Knowledge: Conduct research to answer a question	6–12
CC.8.6.G	Research to Build and Present Knowledge: Gather relevant information from multiple sources	6–12
CC.8.6.H	Research to Build and Present Knowledge: Draw information from informational texts to support analysis, reflection, and research	6–12

13. Career Education and Work Academic Standards
Grades 3, 5, 8, 11

13.1.F	Career Awareness and Preparation	
Standard	**Strand**	**Grades**
*13.1.F.3	Explore how people prepare for careers	3
*13.1.F.5	Investigate people's rationales for making career decisions	5
*13.1.F.8	Analyze the relationships of school subjects, extracurricular activities, and community experiences to career preparation	8
*13.1.F.11	Analyze the relationship between career choices and career preparation opportunities	11

13.2.B	Career Acquisition (Getting a Job)	
Standard	**Strand**	**Grades**
13.2.B.3	Discuss resources available in researching job opportunities such as, but not limited to Internet, magazines and newspapers	3
13.2.B.5	Identify and review resources available in researching job opportunities, such as, but not limited to, Internet, magazines, and newspapers	5
13.2.B.8	Evaluate resources available in researching job opportunities, such as, but not limited to Career Links, Internet (i.e., O-NET), networking, newspapers, professional associations, and resource books (i.e., Occupational Outlook Handbook, PA Career Guide)	8
13.2.B.11	Apply research skills in searching for a job (Career Links, Internet, i.e., O-NET, networking, newspapers, professional associations, and resource books, i.e., Occupational Outlook Handbook and PA Career Guide)	11

13.3.G	Career Retention and Advancement	
Standard	**Strand**	**Grades**
*13.3.G.3	Define and describe the importance of lifelong learning	3
*13.3.G.5	Describe how personal interests and abilities impact lifelong learning	5
*13.3.G.8	Identify formal and informal lifelong learning opportunities that support career retention and advancement	8
*13.2.B.11	Evaluate the impact of lifelong learning on career retention and advancement	11

15. Business, Computer, and Information Technology
Grade Bands PK-12

15.3	Communication	
PA Academic Standard	**Strand**	**Grade Bands**
15.3.A	Foundations of Communication: Create a work product with a variety of formats (See ELA CC.1.4.T)	3-12
15.3.C	Foundations of Communication: Create a research project (See also CC.1.4.V Conducting Research)	12
15.3.E	Foundations of Communication: Select appropriate print and electronic resources to meet a need	3–12
15.3.I	Foundations of Communication: Note-taking and questioning skills	3-8
*15.3.I	Foundations of Communication: Synthesize information from multiple sources	9–12
15.3.M	Etiquette: Apply and demonstrate proper etiquette when using technology	PK–12
15.3.T	Electronic Communication: Explain and apply the rules of digital citizenship	PK–12
15.3.W	Electronic Communication: Use electronic communication when collaborating with peers	6–12

15.4	Computer and Information Technologies	
PA Academic Standard	**Strand**	**Grade Bands**
15.4.B	Digital Citizenship: Demonstrate ethical, safe, and social behaviors of digital citizenship	PK-12
*15.4.K	Digital Media: Create digital media	PK–12
15.4.L	Technology Research: Evaluate the accuracy and potential bias of online sources, including websites	PK–12

The Pennsylvania Career Ready Skills Continuum (CRSC)

A	Self-Awareness and Self-Management	
CRSC	**Strand**	**Grade Band**
A	Advocate for oneself in education, employment, and within the community.	9-12
A	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	9-12
A	Explain to others one's own strengths, needs, and preferences specific to a context.	6-8
A	Identify and select coping skills relevant to adverse situations.	6-8
A	Identify one's own strengths, needs, and preferences.	1-5
A	Select coping skill strategies response to adverse situations.	1-5
A	Demonstrate awareness of self and one's own preferences.	PK-K
A	Distinguish between situations that elicit positive or negative feelings.	PK-K

B	Social Problem-Solving Skills	
CRSC	**Strand**	**Grade Band**
B	Establish pro-social relationships to support self and others.	9-12
B	Explain how you situate yourself in a diverse community.	9-12
B	Select expressive communication strategies specific to context.	9-12
B	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	9-12
B	Explain how empathy and perspective taking foster relationship building.	6-8
B	Interact with others demonstrating respect, cooperation, and acceptance.	6-8

B	Explain how expressive communication strategies can affect others.	6-8
B	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	6-8
B	Explain ways to establish relationships that are positive and supportive of others.	1-5
B	Demonstrate respect for the uniqueness of others.	1-5
B	Select and utilize expressive communication strategies with an understanding of its effect on others.	1-5
B	Identify multiple ways to solve conflicts and practice solving problems.	1-5
B	Interact in pro-social ways with peers and adults.	PK-K
B	Identify similarities and differences between self and others.	PK-K
B	Engage in reciprocal communication with peers and adults.	PK-K
B	Recognize that conflict occurs and identify ways to respond.	PK-K

C	Establishing and Maintaining Relationships	
CRSC	Strand	Grade Band
C	Evaluate how societal conventions may influence the perspectives of individuals.	9-12
C	Analyze various perspectives on a situation.	6-8
C	Respond to others given a sense of the others' point of view.	1-5
C	Recognize and respond to the feelings of others.	PK-K

Learning Plan Example
Based on Understanding by Design (UbD)

Unit/Topic: ELA/Social Studies—Planning a Field Trip	Grade: 5

Stage 1: Desired Results
What Learner Outcomes does your learning plan address?

PA Academic Standards	AASL Standard for Learners (Framework)	ISTE Standards for Students

ELA 1
1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
1.2.3-5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.4.4-5.W Recall information from experiences of gather, take notes on sources, and categorize.
 	
SCI 3
 	
SS & H 8
 	
CEW 13
 	
BCIT15
15.3.A Create a work product with a variety of formats
15.3.E Select appropriate print and electronic resources to meet a need
15.3.1 Synthesize information from multiple sources
15.4.L Evaluate the accuracy and potential bias of online sources, including websites
 	
CRSC
	Shared Foundation:
	I Inquire
	
	Domain:
	B. Create
	C. Share
	
	Competency:
	B. 3. Generate products that illustrate learning
	C. 4. Share products with an authentic audience
		1. Knowledge Constructor
		   b. evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources
		   d. build knowledge by actively exploring real-world issues and problems . . .
		
		6. Creative Communicator
		   d. publish or present content that customizes the message and medium for their intended audience

Long-Term Transfer Goal

Engage in an inquiry process to draw conclusions, make informed decisions, and create new knowledge

Big Idea/Essential Question(s)	Concept(s)	Learner Competency(ies)
Inquire: How do learners engage with and create meaning from information and text? **Curate:** How do learners select and organize information for a variety of audiences?	▪ Selecting Information for Use in Research ▪ Integrating Diverse Media ▪ Creating Multimedia to Demonstrate Learning	*Students will know/be able to…:* ▪ Interpret information from a text feature. ▪ Locate information from various print and digital sources to answer question or solve problem. ▪ Select and utilize multimedia appropriate to audience

Stage 2: Assessment Evidence of Learning
Through what authentic performance task(s) will learners
demonstrate the desired understanding of the big ideas and competencies?

Performance Task Scenario

As a travel agent in your community [Learner Role], you have been asked by the officers of the Parent Teacher Association (PTA) at the elementary school **[Target Audience]** to design a two-day field trip for students in the fifth grade to Washington, D.C. [**Learner Situation**] The PTA will provide funding for the field trip, and the officers request that you develop a travel plan that includes an itinerary and an explanation of the educational value of the trip. You should include in your plan visits to at least five sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., include a visual representation of each site, an explanation of why you have chosen each site, and a current, accurate map from one of your sources on which you have traced the route for the tour and marked the locations of the sites to be visited. **[Learner Product]**

You'll use at least three current and authoritative sources in a least two different media formats (for example, print book and website) to create the itinerary for the trip, which should reflect the research you conducted to select the five sites selected based on the historical, cultural and nature features of Washington and include a visual representation of each site. You should include a clear rationale for why visiting these five sites will help the students understand these key features. Be sure to include your bibliography of sources cited in correct bibliographic form. **[Successful result]**

- **Learner Role:** Travel agent in community
- **Target audience:** Officers of PTA
- **Learner situation:** Design a two-day field trip to Washington, D.C. for fifth grade students
- **Learner product/performance:** plan should include visits to at least five sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., include a visual representation of each site, an explanation of why you have chosen each site, and a current, accurate map from one of your sources on which you have traced the route for the tour and marked the locations of the sites to be visited
- **A successful result for the learner will be:** (Rubric) Use at least three current and authoritative sources in a least two different media formats (for example, print book and website) to create the itinerary for the trip, which should reflect the research you conducted to select the five sites selected based on the historical, cultural and nature features of Washington and include a visual representation of each site. Include a clear rationale for why visiting these five sites will help the students understand these key features. Include your bibliography of sources in correct bibliographic form.

Stage 3: Learning Plan

What's the value of this performing this performance task to learners?

"You can't create a plan that works without first gathering information and doing background research."

How will you "hook and hold" learners to engage them in the learning activities?

"What would you do to get ready for your dream vacation? Where would you choose to go? What would you pack? What would you wear? How much money will you need? Suppose our class goes on a field trip to Washington, D.C. What do you want to know about the city? How will you research information and plan your itinerary?"

How will you differentiate and individualize your plan for all learners? (Examples)

- Allow learners to choose a field trip to a location that interests them from a list that the school librarian and the teacher have compiled.
- Encourage learners to work in pairs if they need more support.
- Adjust the required number of sites to research or any other element of the performance task.
- Develop a budget with complete and accurate figures for transportation, lodging, admission fees and food.
- Offer the option for students to create a video or a set of digital slides to incorporate art elements
- Create a simulation that allows the students to role play the meeting of the travel agent and the PTA officers and make the presentation.

Stage 3: Learning Plan Suggested Resources for Librarian and Teacher to Use in Instruction Select resources at varied reading levels and formats according to student learning needs and preferences	
Format	**Resources**
Books (e.g., fiction, informational texts, narrative nonfiction, drama, poetry)	▪ Hoena, Blake. *Washington, D.C.: The U.S. Capital*. Minneapolis: Bellwether Media, 2014. ▪ Horn, Geoffrey M. *Washington, D.C.* Milwaukee: Gareth Stevens Pub., 2006. ▪ Kent, Deborah. *Washington, D.C.: America the Beautiful.* New York: Childrens Press, 2010. ▪ Nagelhout, Ryan. *20 Fun Facts About the White House.* Gareth Stevens Publishing, 2014. ▪ O'Neal, Claire. *Washington, D.C.* Hockessin, Mitchell Lane Publishers, 2010.
Primary Sources	
Databases	
Periodicals/Periodical Articles	
Websites	▪ "At the Smithsonian." *Smithsonian.com.* <http://www.smithsonianmag.com/smithsonian-institution/> ▪ "Attractions." *Washington DC.* <http://washington.org/attractions> ▪ "Kid-Friendly Museums & Hands-On Attractions." *Washington DC.* <http://washington.org/article/kid-friendly-museums-hands-attractions> ▪ "100 Free (& Almost Free) Things to Do in Washington DC." *Washington DC*. <http://washington.org/100-free-and-almost-free-things-do-dc> ▪ "Planning a Student Field Trip?" Washington DC School Tours. <http://washingtondcschooltours.com> ▪ "See the Best of Washington, DC." *Historic Tours of America.* <http://www.historictours.com/washington/> ▪ "Visiting the Library." *Library of Congress.* <http://www.loc.gov/visit/> ▪ "Washington DC." Travel for Kids. <http://www.travelforkids.com/Funtodo/Washington_DC/washingtondc.htm
Music/Songs/Spoken Word	
Video/Film	
Photos/Art Work	
Apps	
Social Media	
Community, Human & Professional Assn. Resources	• Travel agent in the community
Teaching Equipment, Technology, Supplies, & Consumables	

Learning Plan Template
Based on Understanding by Design (UbD)

Unit/Topic:	Grade:

Stage 1: Desired Results
What Learner Outcomes does your learning plan address?

PA Academic Standards	AASL Standard for Learners (Framework)	ISTE Standards for Students
ELA 1	Shared Foundation:	
SCI 3		
SS & H 8	Domain:	
CEW 13		
BCIT15	Competency:	
CRSC		

Long-Term Transfer Goal

Big Idea/Essential Question(s)	Concept(s)	Learner Competency(ies)
		Students will know/be able to...:
		▪

Stage 2: Assessment Evidence of Learning
Through what authentic performance task(s) will learners
demonstrate the desired understanding of the big ideas and competencies?

Performance Task Scenario

- **Learner role:**
- **Target audience:**
- **Learner situation:**
- **Learner product/performance:**
- **A successful result for the learner will be**

Stage 3: Learning Plan
What is the value of this performing this performance task to learners?
How will you "hook and hold" learners to engage them in the learning activities?
How will you differentiate and individualize your plan for all learners?

Stage 3: Learning Plan Suggested Resources for Librarian and Teacher to Use in Instruction Select resources at varied reading levels and formats according to student learning needs and preferences	
Format	**Resources**
Books (e.g., fiction, informational texts, narrative nonfiction, drama, poetry)	
Primary Sources	
Databases	
Periodicals/Periodical Articles	
Websites	
Music/Songs/Spoken Word	
Video/Film	
Photos/Art Work	
Apps	
Social Media	
Community, Human & Professional Association Resources	
Teaching Equipment, Technology, Supplies, & Consumables	

History and Development of the *Model Curriculum for Learners in School Libraries*

The Genesis of *The Model Curriculum for Pennsylvania School Library Programs, 2012-14*
The original *Model Curriculum* of 2012-14 was developed as a result of a recommendation made by the Pennsylvania State Board of Education in its *Pennsylvania School Library Study: Findings and Recommendations,* which the Board adopted in October 2011:

> Spearhead a working committee of Pennsylvania Department of Education staff, school librarians, and officers of state professional associations to develop a model information literacy curriculum for school library programs to align the 2007 *Standards for the 21st-Century Learner* of the American Association of School Librarians with the 2010 PA *Core Standards.* (p. 29)

As the PA Core Standards were developed, approved, and implemented in 2010 and 2011, teams of teachers developed curriculum to support these Standards. In the spirit of collaboration, school librarians developed an information literacy curriculum to align with the PA Core Standards, as these standards were then named.

To accomplish the recommendation of the State Board of Education and to develop curriculum that supported the PA Core Standards areas, a committee, the Office of Commonwealth Libraries of the Pennsylvania Department of Education and the Pennsylvania School Librarians Association (PSLA) appointed a project director and committee to develop *The Model Curriculum for Pennsylvania School Library Programs,* with funding provided through a Library Services and Technology Act grant.

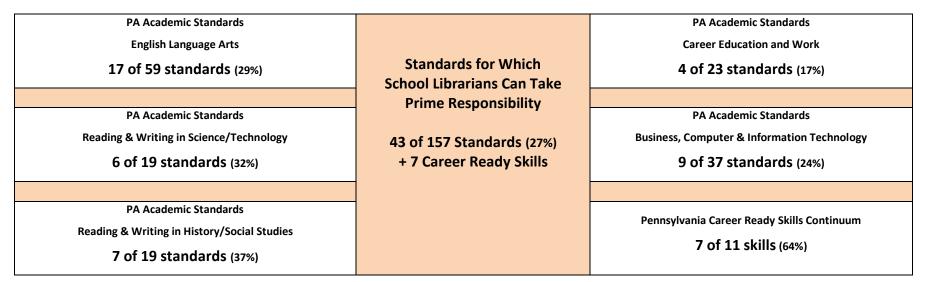**Understanding by Design as the Framework for *The Model Curriculum***
Using the Understanding by Design (UbD) conceptual framework*, the Committee* developed *The Model Curriculum* in three stages: Stage 1 Desired Results in 2012; Stage 2 Assessment Evidence in 2013; and Stage 3 Learning Plan in 2014. The UbD curricular model is used by the Standards Aligned System (SAS) Quality Review Team of the Pennsylvania Department of Education. The UbD framework supports curriculum development, instruction, and student assessment and was first designed for the Association of Supervision and Curriculum Development (ASCD) by Grant Wiggins and Jay McTighe.

The Model Curriculum was constructed following the Understanding by Design (UbD) model that emphasizes learners achieving deep understandings of content and provides a plan for educators to identify what learners should know and be able to do. To implement the UbD model, educators begin by formulating what the desired results should be for learners—what should they understand and be able to do. Understanding by Design is sometimes called "backward design" because in the first stage educators identify the desired results they want their learners to achieve. For the second stage, educators determine what assessment evidence is necessary for the learners to produce to demonstrate that they have achieved the desired results. Only when educators identify the desired results and determine the assessment evidence do they develop the learning plan, Stage 3. (Wiggins and McTighe, 2005, 17-18)

Updating the Model Curriculum

To update and expand Stage 1 of the Model Curriculum to include AASL and ISTE standards, the Model Curriculum Update Committee reviewed the *PA Academic Stand*ards, including the new *Career Education and Work Standards* and the *PA Career Ready Skills Continuum* to determine which of these Academic Standards school librarians could take primary responsibility for teaching and which school librarians could partner with educators to teach. Following the UbD framework, the Committee formulated four long-term transfer goals for learners based on the four domains of Think, Create, Share, and Grow of the *Framework for Learners* of the National School Library Standards. From these long-term transfer goals, the Committee used the six Shared Foundations of the *Framework for Learners* to establish priorities for what is most important for learners to learn, what big ideas the learners should grapple with, what essential questions help learners explore these big ideas, what library and information concepts flow from these big ideas, and what competencies learners should build (i.e., what key skills they should demonstrate and what they should be able to do).

To develop Stage 1 Desired Results, the Committee first reviewed each of the individual standards in the *PA Academic Standards in English Language Arts, Reading*; *Reading and Writing in Science and Technology/Technical Subjects*; *Reading and Writing in History and Social Studies*; and the *Business, Computer, and Information Technology Standards*. The Committee identified 43 of the 157 Academic Standards for which school librarians--based on their expertise in information literacy--can assume primary instructional responsibility for teaching and assessing whether learners have demonstrated proficient levels of meeting the related competencies. The chart below displays the representation of these identified standards among the five groups of Academic Standards and the Pennsylvania Career Ready Skills Continuum. In addition, school librarians can partner with classroom teachers to support an additional 14 standards.

The Model Curriculum Aligns with the PA Academic Standards

PA Academic Standards English Language Arts **17 of 59 standards (29%)**	**Standards for Which School Librarians Can Take Prime Responsibility** **43 of 157 Standards (27%) + 7 Career Ready Skills**	PA Academic Standards Career Education and Work **4 of 23 standards (17%)**
PA Academic Standards Reading & Writing in Science/Technology **6 of 19 standards (32%)**		PA Academic Standards Business, Computer & Information Technology **9 of 37 standards (24%)**
PA Academic Standards Reading & Writing in History/Social Studies **7 of 19 standards (37%)**		Pennsylvania Career Ready Skills Continuum **7 of 11 skills (64%)**

In November of 2017, the American Association of School Librarians (AASL) published the *National School Library Standards for Learners, School Librarians, and School Libraries.* With the publication of these two sets of standards from professional associations and the publication of two new sets of PA Academic Standards in the area of career education, it became necessary to update *The Model Curriculum* to align with these new standards and to determine the concepts learners should understand and the competencies learners should be able to demonstrate. The AASL and ISTE standards support and reinforce the PA Academic Standards and identify the information and digital competencies that learners need to develop to demonstrate their mastery of the PA Academic Standards.

2019 Model Curriculum Committee

Between May and September of 2019, the Model Curriculum Committee--composed of school librarians, educators of school librarians, and a school library supervisor--developed *The Model Curriculum for Learners in Pennsylvania School Libraries* as an update and expansion of Stage 1 of *The Model Curriculum for PA School Library Programs* published in 2012 by the Office of Commonwealth Libraries, Pennsylvania Department of Education*.*

Steering Group

- **Mary K. Biagini**, PhD, Associate Professor and Director, School Library Certification Program, School of Computing and Information, University of Pittsburgh
- **Cathi Fuhrman**, EdD, Library Department Supervisor, Hempfield School District
- **Allison Mackley**, MLIS, National Board Certified Teacher Librarian, K-12 Library Department Coordinator, and Instructional Technology Coach, Hershey High School, Derry Township School District
- **Rebecca Morris**, PhD, Editor, *School Library Connection*
- **Susan Pannebaker**, MLIS, Youth Services Adviser, Bureau of Library Development, Office of Commonwealth Libraries, Pennsylvania Department of Education

Elementary Grade Bands PK-2 and 3-5

- **Jennifer Roth**, MSLS, North Wales Elementary School, North Penn School District
- **M.E. Shenefiel**, MLIS, Eden Hall Upper Elementary School, Pine-Richland School District
- **Lauren Strohecker**, MSLS, MEd, McKinley Elementary School, Abington School District
- **Lauren Zucker**, MEd, Willow Dale Elementary School, Centennial School District

Middle Grade Band 6-8

- **Erin Bechdel**, MLIS, Beaver Area Middle School and Beaver Area High School, Beaver Area School District
- **Mary Grace Kelly**, MLIS, MBA, Fort Couch Middle School, Upper St. Clair School District
- **Ellen Stolarski**, MSLS, St Marys Area Middle School, St. Marys Area School District

High School Grade Band 9-12

- **Leah Lindemann,** MLIS, Blackhawk High School, Blackhawk School District
- **Sandra Reilly,** MLIS, Pleasant Valley High School, Pleasant Valley School District
- **Rita Saylor,** MLIS, Wallenpaupack Area High School, Wallenpaupack Area School District

Consultant

- **Jean Dyszel**, EdD, Educational Consultant, Pennsylvania Department of Education

Resources

Pennsylvania Department of Education

Pennsylvania Academic Standards: http://www.pdesas.org/Standard/View#

SAS (Standards Aligned System) Portal: http://www.pdesas.org/default.aspx

American Association of School Librarians (AASL)

American Association of School Librarians. (2018) ***National School Library Standards for Learners, School Librarians and School Libraries.*** Chicago: ALA Editions.

Portal for the National Standards for School Libraries: https://standards.aasl.org/

AASL Standards Framework for Learners. 2018.
https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf

International Society for Technology in Education (ISTE)

International Society for Technology. ISTE Standards for Students. (2016)
https://www.iste.org/standards/for-students

Understanding by Design

Introduction: The Logic of Backward Design: Professional Development Workbook. http://www.ascd.org/ascd/pdf/books/mctighe2004_intro.pdf

McTighe & Associates Consulting. Resources. https://jaymctighe.com/resources/#1521225059545-3fe59c79-239c

McTighe, Jay and Grant Wiggins. *Understanding by Design: Professional Development Workbook.* Alexandria, VA: Association for Supervision and Curriculum Development, 2004.

Wiggins, Grant and Jay McTighe. *Schooling by Design: Mission, Action, and Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development, 2007.

_____. *Understanding by Design, expanded second edition.* New York: Pearson Education, Merrill/Prentice Hall, 2005.