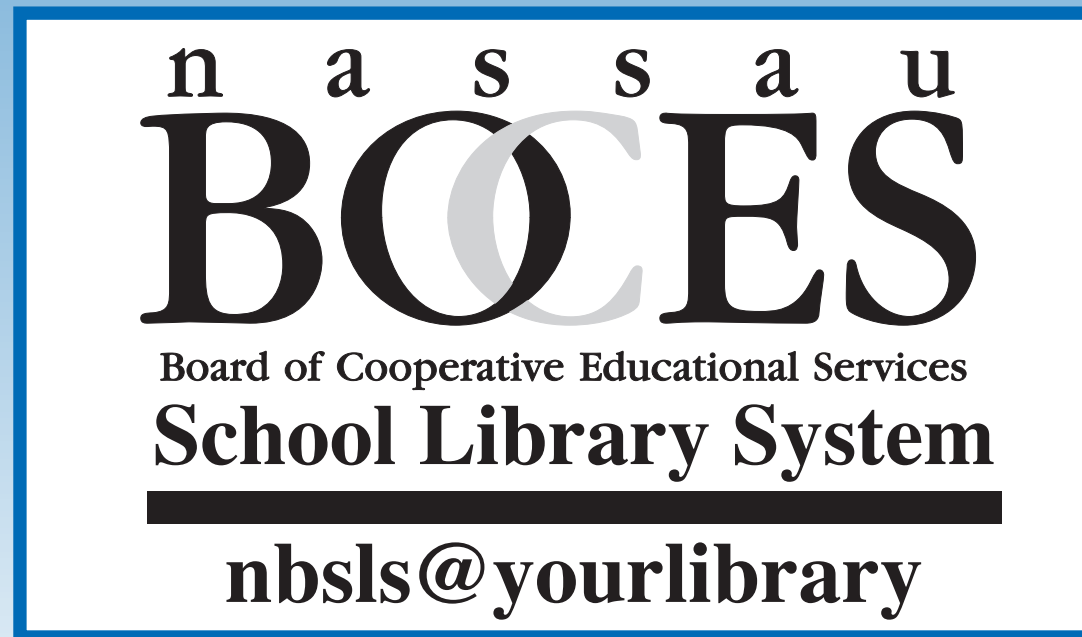


# **NBSLS I-TEAM CURRICULUM STANDARDS PROJECT GRADE LEVEL SCOPE & SEQUENCE**

Aligns with the AASL Standards for the 21st Century Learner  
NYS Standards for Digital Learners (NYLA)

Also informed by the National Educational Technology Standards for Students (ISTE)



**Standards for the 21st Century Learner**  
is a vision for teaching and learning created by the American Association of School Librarians.

**This Nassau BOCES School Library System Scope and Sequence**  
is designed by a committee of school librarians and other educators collaborating to provide  
an outline for the 21st Century Skills as an integral part of the school library curriculum.

**STANDARD I:** *Independent learners fluently use the process and tools that enable discovery and the attainment of knowledge.*

<b>Major Understanding:</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
Understand how the library is organized in order to independently locate materials	I/T	T/E	E/A	M	M
Differentiate between fiction/non-fiction and fact/opinion	I/T	I/T	T/E	E/A/M	M
Select appropriate materials, print or digital	I/T	I/T	T/E	T/E/A	M
Recognize how information is organized	I/T	I/T	T/E	T/E/A	A/M
Is able to paraphrase (take notes without copying and pasting text)	I/T	I/T	T/E	T/E/A	A/M
Determine the need for information	I/T	T/E	E/A	E/A	A/M
Work both cooperatively and independently through the inquiry process	I/T	I/T	T/E	E/A	M
Understand and use primary and secondary sources		I/T	I/T	T/E	A/M
Use the OPAC and enhanced features		I/T	T/E	E/A	M
Use and understand the Dewey Decimal system		I/T	T/E	E/A	M
Define guiding questions		I/T	T/E	E/A	A/M
Choose appropriate information sources		I/T	T/E	E/A	A/M
Use appropriate search methods and terminology		I/T	I/T	T/E	A/M
Use various reference sources		I/T	I/T	E/A	M
Recognize the value and make effective use of databases		I/T	I/T	T/E/A	A/M
Evaluate the reliability and validity of sources		I/T	I/T	T/E	E/A/M
Use and navigate digital classification systems			I/T	T/E/A	A/M
Recognize and understand plagiarism			I/T	T/E/A	A/M
Know how to cite sources			I/T	T/E/A	E/A/M
Understand in-text citing			I/T	T/E/A	E/A/M
Determine keywords to describe topic			I/T	I/T/E	A/M
Develop search query			I/T	T/E/A	A/M
Use appropriate advanced search strategies			I/T	T/E/A	E/A/M
Use the features of the source to locate required information readily			I/T	E/A	M
Subscribe to appropriate digital sources of information				I/T	E/A/M

I = Introduce/Identify    T = Teach – Model/Demo    E = Expand – Guided practice    A = Apply – Independent practice    M = Master – Proficiency

NBSLS I-TEAM CURRICULUM STANDARDS PROJECT Grade Level Scope and Sequence

**STANDARD II:** *Independent learners transform knowledge into understanding and make informed decisions.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Know a variety of research processes	I/T	I/T	I/T/E/A	T/E/A	T/E/A/M
Analyze information by ascertaining relevance to search problem	I/T	I/T	T/E/A	E/A	A/M
Use appropriate note-taking strategies	I	I/T	T/E	T/E/A	A/M
Organize information appropriately for the task	I	I/T	T/E	T/E/A	A/M
Evaluate information critically to make an informed selection		I	T	E/A	A/M
Demonstrate new learning using a variety of methods and technologies		I/T	T/E/A	E/A	A/M
Collaborate with others to further understanding		I/T	I/T	E/A	A/M
Choose an appropriate format to present new learning			I/T	T/E/A	A/M
Ethically use information to avoid plagiarism			I/T	T/E/A	A/M
Create a bibliography/works cited and/or document digital sources			I/T	T/E/A	A/M

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**STANDARD III:** *Independent learners will communicate their knowledge and understanding with others.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Organize information for communication	I/T	T/E	T/E/A	T/E/A	E/M
Use technology and other information tools to display knowledge in ways that others can view, use and access	I	I/T	T/E/A	T/E/A	A/M
Use writing, speaking, and visual literacy skills to communicate knowledge and understanding effectively and confidently	I/T	T/E	T/E/A	E/A	A/M
Collaborate with others in the communication and demonstration of learning	I	I/T	I/T/E	T/E/A	A/M
Reflect on the product and process to continue learning	I	I/T	I/T/E	T/E/A	E/A/M
Identify and use the best format for the audience		I/T	T/E	T/E/A	E/A/M

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**STANDARD IV:** *Independent learners identify and pursue their interests and personal knowledge.*

<b>Major Understanding:</b>	<b>K-1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
Locate materials independently in the library media center	I/T	I/T	T/E	T/E/A	A/M
Search the OPAC to find a particular resource by author, title or subject	I/T	I/T	T/E	E/A	E/A/M
Evaluate validity of information in print and non-print resources for personal use	I/T	I/T	T/E/A	E/A	E/A/M
Demonstrate proper care for books, library materials and technology resources	I/T	I/T	E/A	M	M
Identify personal interests	I/T	E/A	E/A	A/M	A/M
Recognize a variety of authors, illustrators, and genres for personal enjoyment	I/T	I/T	E/A	E/A	E/A
Seek information for personal learning in a variety of formats and genres	I/T	E/A	E/A	A/M	A/M
Read, view and listen for pleasure and personal growth	I/T	E/A	E/A	A/M	M
Read, view and listen to connections between self and the world	I/T	E/A	E/A	A/M	A/M
Maintain an openness to new, divergent and controversial ideas, cultures and abilities	I/T	E/A	E/A	A/M	A/M
Develop personal criteria to select appropriate and engaging resources for personal interests and needs	I/T	E/A	E/A	A/M	A/M
Uses new technologies for information gathering	I/T	I/T	I/T	T/E/A	T/E/A/M
Respond critically and intelligently to literature and create expressions in various formats and genres	I/T	E/A	E/A	A/M	A/M
Participate safely in social networks to gather and share information both electronically and in person	I/T	E/A	E/A	A/M	A/M
Create original works as a means of personal or group expression	I/T	E/A	E/A	A/M	A/M
Understand the purpose of various reference resources such as dictionary, thesaurus, atlas, encyclopedia, etc. for personal use		I/T	I/T	T/E/A	E/A/M
Use online resources including databases for research and personal use		I/T	I/T	T/E/A	A/M

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