

The Model Curriculum for Pennsylvania School Library Programs

Stage 1 Desired Results

Stage 2 Assessment Evidence

Stage 3 Learning Plan

Based on:

Pennsylvania Core Standards

English Language Arts

Reading and Writing in Science and Technology/Technical Subjects

Reading and Writing in History and Social Studies

Pennsylvania Academic Standards:

Business, Computer, and Information Technology

Commonwealth of Pennsylvania

Department of Education

Office of Commonwealth Libraries

September 2014

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The Model Curriculum for Pennsylvania School Library Programs

Overview

The Model Curriculum for Pennsylvania School Library Programs provides a curricular framework in information literacy for school librarians to partner with teachers to help students achieve 44 of the *PA Core Standards* in English Language Arts, Reading and Writing in Science and Technology/Technical Subjects, Reading and Writing in History and Social Studies, and in the Academic Standards for Business, Computer, and Information Technology.

The Genesis of *The Model Curriculum*

The Model Curriculum has been 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 help align the 2007 *Standards for the 21st-Century Learner* of the American Association of School Librarians with the 2010 *PA Core Standards*. (p. 29)

To accomplish this recommendation, the Office of Commonwealth Libraries of the Pennsylvania Department of Education and the Pennsylvania School Librarians Association (PSLA) collaborated over the three-year period 2012-2014 to develop *The Model Curriculum*. A Library Services and Technology Act grant provided funding for this project.

The Committee, composed of experienced elementary, middle, and high school librarians, a library supervisor, two consultants, and a consultant-editor worked together over eighteen days during the summers of 2012, 2013, and 2014. From this work over three years, the Committee developed *The Model Curriculum* in three stages. (See page 1 for a schematic of the structure of *The Model Curriculum*.)

Understanding by Design as the Framework for *The Model Curriculum*

The Model Curriculum follows the model used by the Standards Aligned System (SAS) Quality Review Team of the Pennsylvania Department of Education, which is the Understanding by Design framework of developing curriculum, instruction, and student assessment designed for the Association of Supervision and Curriculum Development (ASCD) by Grant Wiggins and Jay McTighe. The Understanding by Design model emphasizes students achieving deeper understandings of content, and it provides a plan for educators to identify what students should know and be able to do. To implement the Understanding by Design model, educators begin by formulating what the desired results should be for students—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 students to

achieve. For the second stage, educators must determine what assessment evidence is necessary for the students to produce that will 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)

The Committee followed the Understanding by Design conceptual framework for *The Model Curriculum*, and developed the curriculum in three stages of development: Stage 1 Desired Results in 2012; Stage 2 Assessment Evidence in 2013; and Stage 3 Learning Plan in 2014.

***The Model Curriculum, Stage 1 Desired Results* (pp. 8-45)**

To begin Stage 1, the Committee reviewed the *PA Core Standards* and established priorities for what is most important for students to learn, what big ideas the students should grapple with, what essential questions help students explore these big ideas, what library information concepts flow from these big ideas, and what competencies students 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 134 individual standards in the *PA Core Standards* in English Language Arts, Reading; Reading and Writing in Science and Technology/Technical Subjects; Reading and Writing in History and Social Studies; and in the Academic Standards in Business, Computer, and Information Technology. The Committee identified 44 of the 134 standards for which librarians--based on their expertise in information literacy--can assume primary instructional responsibility for teaching and assessing whether students have demonstrated proficient levels of meeting the related competencies. The chart below displays the representation of these 44 identified standards among the four groups of standards.

The Model Curriculum Aligned with the PA Core Curriculum

<p><i>PA Core Standards</i> English Language Arts</p> <p>19 of 59 standards</p>	<p>Standards for Which Librarians Can Take Responsibility:</p> <p>44 of 134 Standards</p>	<p><i>PA Core Standards</i> Reading & Writing in History/Social Studies</p> <p>8 of 19 standards</p>
<p><i>PA Core Standards</i> Reading & Writing in Science/Technology</p> <p>8 of 19 standards</p>		<p><i>PA Academic Standards</i> Business, Computer, & Information Technology</p> <p>9 of 37 standards</p>

Long-Term Transfer Goals (p. 8)

In Stage 1 Desired Results, the Committee established three long-term transfer goals. These long-term goals identify the fundamental understandings, knowledge, and skills students should develop and what students should be able to do when they confront new challenges—both in and outside of school:

Students will be able to use their learning independently to:

1. Read and evaluate text in all formats for learning, personal and aesthetic growth, and enjoyment.
2. Research, analyze, synthesize, and evaluate information as critical consumers to draw conclusions and make informed decisions.
3. Create, apply, and share knowledge ethically and effectively in a variety of media formats to communicate a coherent message.

These long-term transfer goals have been developed from the competencies embodied in:

- *Standards for the 21st-Century Learner* developed by the American Association of School Librarians in 2007.

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

- *ISTE Standards: Students*, developed by the International Society for Technology in Education in 2007.

These standards focus on creativity and innovation; communication and collaboration; research and information fluency: critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Big Ideas (p. 9)

To help students achieve these three long-term transfer goals, the Committee identified seven big ideas, several of which are based on the big ideas of English Language Arts, and it developed a seventh big idea based on using information ethically. Each big idea expresses deep understandings that students should develop as they progress through the grades from Pre-Kindergarten through grade 12.

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.

6. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
7. Responsible citizens use information ethically and productively in a global society.

Essential Questions (p. 10)

For each of these seven big ideas, the Committee formulated related essential questions to prompt students to think critically and deeply and to pursue inquiry-based learning. As the basis of instruction in information literacy, librarians can use these probing questions to encourage students to delve into different aspects of the big ideas. Librarians can build upon these broad questions to develop learning plans at each of the grade-band levels to help students explore and inquire.

Library Information Concepts (pp. 11-15)

From these big ideas and essential questions, the Committee identified and shaped 33 key library information concepts that express core knowledge students should know and understand about information literacy. Each of the seven big ideas relates to specific library information concepts. For example, the big idea, “Effective readers use appropriate strategies to construct meaning,” embodies ten library information concepts ranging from “Evaluating Diverse Media” to “Drawing Evidence: Primary and Secondary Sources.”

Student Competencies (pp. 15-23)

Based on these 3 long-term transfer goals, 7 big ideas and their related essential questions, and 33 related library information concepts, the Committee formulated competencies that express key skills and what students should be able to do at each grade band. Each of the big ideas and related library information concepts has specific competencies for students in each grade band. Students in Grade-Band Pre-K-2 should demonstrate 54 competencies by the end of grade 2, with 34 of these competencies clustering around the Effective Readers big idea. Students in Grade-Band 3-5 should be able to demonstrate 39 competencies by the completion of grade 5; with 13 of these competencies clustering around the Effective Readers big idea. Students in Grade-Band 6-8 should be able to demonstrate 50 competencies by the completion of grade 8; with 11 of these competencies clustering around the Effective Readers big idea and 10 clustering around the Active Listeners big idea. Students in Grade-Band 9-12 should be able to demonstrate 55 competencies by graduation, with 12 of these competencies clustering around Effective Readers, 14 around Critical Thinkers, and 10 around Responsible Citizens big ideas.

The library information concepts and the student competencies spiral upward in complexity as students progress through the grade bands, and 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 found on pages 24-45.

***The Model Curriculum, Stage 2 Assessment Evidence* (pp. 46-49)**

For Stage 2, the Committee determined what acceptable evidence can be used to determine if students are demonstrating that they are achieving the desired results established in Stage 1. These many forms of evidence document and validate that students are building understanding, knowledge, and skills. This focus on assessing student progress follows Stage One Desired Results naturally, and the assessment instruments can take many forms, including formative student self-assessment and formative peer assessment. Assessment takes place throughout Stage 2, most often as formative throughout the process so that students can continuously improve their product or performance rather than as only summative assessment. Wiggins and McTighe emphasize that this assessment be formative and on-going, and be conducted by the librarian, the teacher(s), and the students throughout the teaching/learning process, not simply a formal assessment at the end of the project.

The Committee formulated specific performance tasks, which McTighe identifies as “cornerstone” tasks, as a way for students in each of the grade bands to demonstrate that they have achieved the competencies. The Committee did not develop a specific performance task for each of the competencies, but does provide suggestions for each competency on how librarians can develop specific performance tasks by listing examples of assessment evidence that students can use to demonstrate the understandings, knowledge, and skills they have learned.

Performance Tasks (p. 49)

Performance tasks are cumulative, complex, and comprehensive, involving multiple complementary library and information concepts and student competencies. The needed information literacy instruction covers multiple instruction periods as well as time or periods allocated for student work time. Each performance task sets a scenario for the student to work through. In constructing scenarios, the focus is on engaging the student in the learning process and relating the scenario to the student’s “real world” experiences rather than the experiences of the educator. The Committee clustered the big ideas together in various configurations to create performance tasks.

GRASPS (p. 47)

McTighe created a template, using the acronym GRASPS, to help educators design performance tasks:

“G” represents the goal of the performance task and establishes the challenge or task for the student. It should be noted that students can work individually, in pairs or teams, or as a class to complete a performance task, depending on the grade band and complexity of the task.

“R” represents the role the student has been assigned in completing the performance task.

“A” represents the intended target audience and identifies who must be persuaded or convinced by the student.

“S” represents the situation, the context, or the challenge the student must face.

“P” represents the product the student must create, the performance the student must give, or the purpose the student must develop. “S” represents the standards and the criteria for success. These standards and criteria for success are represented in the rubric by which the student will be assessed and what criteria constitute success.

Scenario (p. 48)

The next step is to convert the GRASPS template into a narrative that the librarian provides to the student (p. 48) to carry out the performance task. The intention is not for the librarian to base all information literacy instruction on performance tasks, but rather to begin by collaborating with a teacher or teachers on one performance task for a grade band and in subsequent years to develop additional performance tasks. Although the Committee designated a grade band for each of the performance tasks it developed, librarians might find any one of them more useful for students in another grade band either higher or lower. Many of the performance tasks can be modified easily for use at another grade band, either higher or lower.

Assessment of Student Performance Using Rubrics

For each of the performance tasks, the Committee developed a rubric to be used by librarians, teachers and students. In referring to the rubric while completing a performance task, students can measure how well they are performing the task and what the quality levels of their performances are. Librarians and teachers can consistently assess the performances of all students using the same factors and levels of success in completing the performance task.

Two types of assessment are helpful to use in assessing student performance: formative and summative. For many librarians, assessing student performance is formative throughout the process of completing the performance task. Such informative, “in-real-time” assessment can be verbal, a quick scan of work, or, for example, awarding an “exit ticket” to move successful students to the next stage of the process. Such assessment is formative, allowing students to improve their performance or product throughout the process. A simple rubric makes it easy for librarians to assess all students throughout the process.

The Committee devised formative rubrics with three levels of performance success: Needs Improving, Developing, and Proficient. The criteria for success are specific to each performance task. Students can use these rubrics to monitor their progress toward completion of the performance tasks, and librarians and teachers can use them for both formative and summative assessment.

The Model Curriculum, Stage 3 Learning Plan (pp. 50-64)

After the librarian and teacher have determined the desired results (i.e., what students should understand and be able to do) and what the assessment evidence should be, they can begin to develop the learning plan, Stage 3. To create the learning plan, librarians employ the acronym WHERETO of Understanding by Design to develop each step of the plan. The focus of the learning plan is

engaging students in learning from the very beginning. Students need to understand what the expectations are and why the content and/or skills are important.

The Committee clustered the big ideas together to develop the performance tasks and learning plans as the chart on p. 49 shows. The Committee developed Learning Plans for performance tasks in each grade band. See pages 51-57 for the learning plans for each grade band arranged by clustered big ideas. On page 58, there is a chart of the big ideas and library information concepts with the performance tasks across the grade bands. These concepts develop in a spiral upward as students build their competencies at each grade band.

Librarians can create well-developed learning plans that are engaging for students by following the steps of the WHERETO template. (p. 59)

W = Where? What? Why?

Students first need to know and understand the learning goals. For each performance task there are correlated *PA Core Standards* and the student competencies of *The Model Curriculum* based on the big ideas and library information concepts. Students need to know what is expected of them, and these expectations are set forth in the performance tasks and rubrics. Students also need to know why it is important for them to learn and have this importance explained in terms of their own experiences. In each Learning Plan WHERETO, there are scripts (in quotation marks) for librarians to use to explain the purposes of the performance task.

H = Hook and Hold

Engaging student is critical to the success of the learning plan. This engagement involves not just the way in which the performance task is introduced, but also in the learning activities throughout the process. Student understanding can come from exploring the essential questions, through their research and inquiry.

E = Explore, Experience, Enable, Equip

Here librarians provide opportunities for students to explore the big ideas through the essential questions, receive instruction, and have time for learning experiences outside of class so that they are ready to carry out the performance task.

R = Rethink, Revise, Rehearse, Refine

After the “E” step, students need opportunities to rethink, revise, rehearse, and refine their project or performance based on formative assessment from their librarian, teacher, and peers as well as from their own self-reflection.

E = Evaluate Work and Progress

This step can be seen as an opportunity for summative assessment at the completion of the performance task and for setting future directions based on evaluations from their librarian, teacher, and peers and on their own self-assessment.

The WHERE focuses on developing a learning plan that students will find effective and engaging. The TO concentrates on two aspects of the learning plan that the teacher and the librarian must consider in developing the plan itself.

T = Tailor and Personalize for All Students

In tailoring and personalizing, the librarian and teacher together must evaluate whether the learning plan is flexible enough to help students with different needs and achievement levels learn. The librarian should examine each aspect of the plan to determine how to differentiate it to meet varying student needs. For example, the difficulty of the content can be made more rigorous or less, the process can be modified to allow for students to work individually or in pairs or groups, and the final product or performance can be adapted with more or fewer requirements and/or with higher or lower academic expectations.

O = Organize and Sequence for Optimal Effectiveness

The librarian and teacher decide how to organize and sequence the learning plan for optimal effectiveness in the final step of the WHERETO template. Here the librarian and teacher structure the plan to assure engaging students continuously throughout the process. Some content they will “cover” or introduce through step-by-step instruction, and some content they will “uncover” if students need more content or need to be refreshed on the content at any step of the process.

Examples of Collaborative Instructional Strategies (p. 60)

To determine instructional strategies and content, the librarian and teacher pre-assess what knowledge and skills the students already possess. For example, the librarian can use a **K-W-L Chart** to determine what students already know, what they want to know, and what students have learned by the completion of the performance task. Pre- and post-assessments of student learning establish benchmarks and quantify student academic achievement.

Instructional strategies that focus on **constructivist learning** help students build their problem-solving and critical-thinking skills. Using case studies and simulation models of situations encourage students to inquire, to analyze, and to build on their own experiences. For other performance tasks, the librarian and teacher need to provide direct instruction or to demonstrate or model to help students build a skill. In the three-step “**gradual-release**” method of “I do, we do, you do,” the librarian first demonstrates the skill while the students observe; this step is followed by the librarian and students performing the task together, and finally the student performs the skill alone. For example, this method can be effective in helping students learn to formulate search strategies. **Coaching** by the librarian and teacher can be helpful in guiding students through the steps of a process or in building a technical skill. **Scaffolding**, or building on a

sequence of skill-building or knowledge of content, is important in assisting students in completing performance tasks that call upon sequencing skills and knowledge for a final learning project or performance. Teaching strategies that employ **visual learning** can be very effective in helping students organize and present information. For example encouraging students to design or use graphic organizers and infographics helps them to visualize how to organize and present content or a process. The Committee identifies a variety of presentation tools for students to use when completing the performance tasks.

There is a **sample template for the Learning Plan on pp. 61 and 62** that identifies each of the steps of the WHERETO template.

Peer- and Self-assessment and Reflection (p. 60)

Encouraging students to engage in peer- and self-reflection throughout the process of completing performance tasks is a critical component of *The Model Curriculum*. Although teachers and librarians are ultimately responsible for assessing student learning, students need to assess their own work and that of their peers, and to reflect on their level of success if they are to sharpen the analytic skills necessary for career and college readiness. When assessing formatively throughout the process of completing performance tasks, students have the opportunity to learn from their peers and to revise, rehearse, and/or rewrite until they are satisfied with their progress and their success.

Collaboration on Performance Tasks (p. 62)

The performance tasks and learning plans are based on collaboration and partnerships between librarians and teachers over the three steps of planning, collaborative teaching, and assessing student progress. These learning plans are not designed to be carried out by librarians only. There are suggestions in each learning plan for possible teachers with whom to collaborate, and because the range of topics is broad, teachers across many subject areas are potential partners.

Resources to Support the Learning Plan (pp. 63-64)

The Committee selected samples of resources for librarians and teachers to use in teaching and for background and follow-up for each learning plan. On pages 63-64, there is a template for librarians to use that identifies a wide array of resources in a variety of formats that can be used to engage students and to encourage them to delve more deeply into the content of the performance tasks.

A Roadmap for Using *The Model Curriculum for Pennsylvania School Library Programs*

How you as a school librarian will be able to make the most effective use of *The Model Curriculum* in your school and your school district depends on where your school district is in implementing *PA Core Standards*. Individually in your school or collectively with the librarians in your district, you can determine what parts of *The Model Curriculum* works best for you. This is not a mandated curriculum, but rather is offered as a model for a vertically-articulated information literacy curriculum across the grades Pre-kindergarten through grade twelve. You can adopt or adapt *The Model Curriculum* or any part of it to benefit your teachers and students. Here are two possible routes to build your information literacy curriculum based on the *PA Core Standards* and the American Association of School Librarian's *Standards for the 21st-Century Learner and ISTE Standards: Students*. Choose the route that matches how *PA Core Standards* are being implemented in your school and district.

✓ **Route One:**

If your district has fully implemented the *PA Core Standards*, you are ready to integrate the 44 *PA Core Standards* and the Academic Standards in Business, Computer, and Information Technology that the Committee identified as those standards librarians are most responsible for teaching and begin to integrate teaching these standards into the information literacy curriculum you are now teaching. You can integrate the 33 library information concepts and related specific grade-band student competencies with the identified *PA Core Standards* that your teachers are using. You can begin to use one or more of the performance tasks/rubrics and learning plans that best match your school's or district's curriculum with teachers with whom you can collaborate or partner.

✓ **Route Two:**

If your school district has implemented *PA Core Standards* using the Understanding by Design model for curriculum development, you will be able to integrate the Stage 1 Desired Results, Stage 2 Assessment Evidence, and Stage 3 Learning Plan identified in *The Model Curriculum* into your district's curriculum for English Language Arts, PreK-grade 12; Reading and Writing in Science and Technology/Technical Subjects, grades 6-12; Reading and Writing in History and Social Studies, grades 6-12, and the Academic Standards for Business, Computer, and Information Technology, grades PreK-12.

Using Stages 1, 2, and 3 of *The Model Curriculum*, you can collaborate immediately with teachers by using the 3 long-term transfer goals, the 7 big ideas with their related essential questions, the 33 library information concepts for each big idea, and the multiple competencies for students in each grade band (i.e., what they should be able to do and the key skills they should be able to demonstrate) matched with the 44 *PA Core Standards*. You can use or adapt the performance tasks, rubrics, and learning plans in collaboration with your teachers and add additional performance tasks in following years.

Resources: Understanding by Design

- *Backwards Design Template (with questions)*. <http://freedownload.is/doc/backwards-design-template-for-unit-planning-929324.html>
- *Introduction: The Logic of Backward Design: Professional Development Workbook*. http://www.ascd.org/ascd/pdf/books/mctighe2004_intro.pdf
- McTighe, Jay and Grant Wiggins. *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development, 2004.
- *Understand by Design Overview and Template*. <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>
- 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.
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Resources: Academic and Information Literacy Standards

American Association of School Librarians

- ***Standards for the 21st-Century Learner*** (AASL, 2007)
<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>
- ***Standards for the 21st-Century Learner in Action*** (AASL, 2009)
<http://www.alastore.ala.org/detail.aspx?ID=2601>.
- ***Standards for the 21st-Century Learner Lesson Plan Database***
<http://aasl/lessonplandatabase>
- ***Empowering Learners: Guidelines for School Library Media Programs*** (AASL, 2009)
<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/guidelines>
<http://www.ala.org/aasl/guidelinesandstandards/planningguide/planningguide>
- ***A Planning Guide for Empowering Learners with School Library Program Assessment Rubric*** (AASL, 2010)
<http://ala.org/aasl/planningguide>
- ***Crosswalk of AASL Standards for the 21st-Century Learner and the Common Core State Standards***
<http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>

Pennsylvania Department of Education

- **SAS (Standards Aligned System) Portal**

<http://www.pdesas.org/default.aspx>

- **PA Core Standards (PDE, 2012)**

<http://pdesas.org/Standard/Views>

Other Related Core and Literacy Standards

- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO) **Common Core State Standards** (NGA/CCSSO, 2010)

<http://www.corestandards.org/>

- International Society for Technology in Education (ISTE)

Iste.nets s National Educational Technology Standards (ISTE, 2007)

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

- Partnership for 21st Century Skills (P21), **Framework for 21st-Century Learning**, especially Information, Media, and Technology Skills (P21, 2009)

<http://www.p21.org/>