



AASL Standards Framework for Learners Grades K-2	Concept	TypeTastic Keyboarding Curriculum	Passwords and Online Security	Online Privacy	Netiquette	Cyberbullying	What is Internet?	Browsers and Search Engines	Communication	Technology Through Time	Hardware	Software	Hardware - Bonus	Data	Data and Charts	CodeMonkey Curriculum
<b>I. INQUIRE</b> - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.																
<b>A. THINK</b> - Learners display curiosity and initiative by:																
I. A. 1.	Formulating questions about a personal interest or a curricular topic.				•*	•*			•*		•*					
I. A. 2.	Recalling prior and background knowledge as context for new meaning.						•*			•						
<b>B. CREATE</b> - Learners engage with new knowledge by following a process that includes																
I. B. 1.	Using evidence to investigate questions.							•								
I. B. 2.	Devising and implementing a plan to fill knowledge gaps.							•								
I. B. 3.	Generating products that illustrate learning.	•*			•*	•*					•*			•*		
<b>C. SHARE</b> - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:																
I. C. 1.	Interacting with content presented by others.	•*				•*					•*					
I. C. 2.	Providing constructive feedback.															
I. C. 3.	Acting on feedback to improve.															
I. C. 4.	Sharing products with an authentic audience.	•*				•*					•*					







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<b>C. SHARE - Learners work productively with others to solve problems by:</b>																
III. C. 1.	Soliciting and responding to feedback from others.															
III. C. 2.	Involving diverse perspectives in their own inquiry processes.															
<b>D. GROW - Learners actively participate with others in learning situations by:</b>																
III. D. 1	Actively contributing to group discussions.				•*											
III. D. 2	Recognizing learning as a social responsibility.															
<b>IV. CURATE - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</b>																
<b>A. THINK - Learners act on an information need by:</b>																
IV. A. 1.	Determining the need to gather information.							•								
IV. A. 2.	Identifying possible sources of information.							•								
IV. A. 3.	Making critical choices about information sources to use.							•								
<b>B. CREATE - Learners gather information appropriate to the task by:</b>																
IV. B. 1.	Seeking a variety of sources.															
IV. B. 2.	Collecting information representing diverse perspectives.															
IV. B. 3.	Systematically questioning and assessing the validity and accuracy of information.							•								





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V. B. 2.	Persisting through self-directed pursuits by tinkering and making.															
<b>C. SHARE - Learners engage with the learning community by:</b>																
V. C. 1.	Expressing curiosity about a topic of personal interest or curricular relevance.															
V. C. 2.	Co-constructing innovative means of investigation.															
V. C. 3.	Collaboratively identifying innovative solutions to a challenge or problem.															
<b>D. GROW - Learners develop through experience and reflection by:</b>																
V. D. 1.	Iteratively responding to challenges.															
V. C. 2.	Recognizing capabilities and skills that can be developed, improved, and expanded.															
V. C. 3.	Open-mindedly accepting feedback for positive and constructive growth.															
<b>VI. ENGAGE - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</b>																
<b>A. THINK - Learners follow ethical and legal guidelines for gathering and using information by:</b>																
VI. A. 1.	Responsibly applying information, technology, and media to learning.		•	•	•	•										
VI. A. 2.	Understanding the ethical use of information, technology, and media.		•	•	•	•										
VI. A. 3.	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.			•	•	•		•								



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<b>B. CREATE - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</b>																
VI. B. 1.	Ethically using and reproducing others' work.															
VI. B. 2.	Acknowledging authorship and demonstrating respect for the intellectual property of others.															
VI. B. 3.	Including elements in personal-knowledge products that allow others to credit content appropriately.															
<b>C. SHARE - Learners responsibly, ethically, and legally share new information with a global community by:</b>																
VI. C. 1.	Sharing information resources in accordance with modification, reuse, and remix policies.															
VI. C. 2.	Disseminating new knowledge through means appropriate for the intended audience.															
<b>D. GROW - Learners engage with information to extend personal learning by:</b>																
V. D. 1.	Personalizing their use of information and information technologies.															
V. D. 2.	Reflecting on the process of ethical generation of knowledge.															
V. D. 3.	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.				•	•	•									

\* Standard aligned using offline materials