YOUVILLE

Youville Curriculum Standards Matrix

COMMON CORE STATE STANDARDS (CCSS)
ENGLISH LANGUAGE ARTS STANDARDS MATRIX

	Lesson	R.1	R.2	R.3	R.4	R.5	R.6	R.7	SL.1	SL.2	SL.3	SL.4	SL.6	W.1	W.2	W.3	W.4
Privacy and Online Safety	What Information Is Personal (8-10 Years Old)	●							●			●					
Privacy and Online Safety	How To Protect Your Personal Information (11-12 Years Old)	●						●	●	●	●	●					
Spotting and Avoiding Scams	How To Avoid Phishing Scams (8-10 Years Old)	●			●				●								●
Spotting and Avoiding Scams	Find the Fakes (8-10 Years Old)	●	●						●	●		●	●		●	●	●
Spotting and Avoiding Scams	When Free Is Not Free (11-12 Years Old)	●							●	●	●	●					
Understanding Advertising	What Is Advertising Literacy? (8-10 Years Old)	●			●	●			●		●	●					●
Understanding Advertising	Understanding Advertising Techniques (11-12 Years Old)	●						●	●	●	●	●			●		●
Digital Citizenship	What Is Digital Citizenship and How To Practice It (8-10 Years Old)	●					●		●	●		●					●
Digital Citizenship	What To Do When Someone Uses Bullying Language Online (8-10 Years Old)	●		●					●			●	●		●		●
Digital Citizenship	How To Become an Upstander (11-12 Years Old)	●						●	●	●	●	●			●		●
Review	Share With Care (11-12 Years Old)	●						●	●	●	●	●					
Review	Bringing It All Together (11-12 Years Old)	●						●	●	●	●	●					

▶ **R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

▶ **R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

▶ **R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

▶ **R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

▶ **R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

▶ **R.6** Assess how point of view or purpose shapes the content and style of a text.

▶ **R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

▶ **SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

▶ **SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

▶ **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

▶ **SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

▶ **SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

▶ **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

▶ **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

▶ **W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

▶ **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INTERNATIONAL SOCIETY OF TECHNOLOGY IN EDUCATION STANDARDS (ISTE) STANDARDS MATRIX

	Lesson	1.1a	1.2a	1.2b	1.2c	1.2d	1.3a	1.3b	1.3c	1.3d
Privacy and Online Safety	What Information Is Personal (8-10 Years Old)			●		●				
	How To Protect Your Personal Information (11-12 Years Old)			●		●				
Spotting and Avoiding Scams	How To Avoid Phishing Scams (8-10 Years Old)			●		●				
	Find the Fakes (8-10 Years Old)			●		●	●			
	When Free Is Not Free (11-12 Years Old)			●		●				
Understanding Advertising	What Is Advertising Literacy? (8-10 Years Old)			●						
	Understanding Advertising Techniques (11-12 Years Old)							●		
Digital Citizenship	What Is Digital Citizenship and How To Practice It (8-10 Years Old)		●	●	●					
	What To Do When Someone Uses Bullying Language Online (8-10 Years Old)			●						
	How To Become an Upstander (11-12 Years Old)	●	●	●		●				
Review	Share With Care (11-12 Years Old)			●		●				●
	Bringing It All Together (11-12 Years Old)							●		●

1.1. Empowered Learner

▶ Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: **1.1.a.** articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.2. Digital Citizen

▶ Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students: **1.2.a.** cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. **1.2.b.** engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. **1.2.c.** demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **1.2.d.** manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3. Knowledge Constructor

▶ Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: **1.3.a.** plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. **1.3.b.** evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. **1.3.c.** curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **1.3.d.** build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL) NATIONAL SCHOOL LIBRARY STANDARDS

	Lesson	I. INQUIRE C. SHARE 1.	III. COLLABORATE B. CREATE 2.	V. EXPLORE D. GROW 1.
Privacy and Online Safety	What Information Is Personal (8-10 Years Old)	●	●	●
Privacy and Online Safety	How To Protect Your Personal Information (11-12 Years Old)	●	●	●
Spotting and Avoiding Scams	How To Avoid Phishing Scams (8-10 Years Old)	●	●	●
Spotting and Avoiding Scams	Find the Fakes (8-10 Years Old)	●	●	●
Spotting and Avoiding Scams	When Free Is Not Free (11-12 Years Old)	●	●	●
Understanding Advertising	What Is Advertising Literacy? (8-10 Years Old)	●	●	●
Understanding Advertising	Understanding Advertising Techniques (11-12 Years Old)	●	●	●
Digital Citizenship	What Is Digital Citizenship and How To Practice It (8-10 Years Old)	●	●	●
Digital Citizenship	What To Do When Someone Uses Bullying Language Online (8-10 Years Old)	●	●	●
Digital Citizenship	How To Become an Upstander (11-12 Years Old)	●	●	●
Review	Share With Care (11-12 Years Old)	●	●	●
Review	Bringing It All Together (11-12 Years Old)	●	●	●

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
▶ **C. SHARE:** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
   1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.
▶ **B. CREATE:** Learners participate in personal, social, and intellectual networks by:
   2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.
▶ **D. GROW:** Learners develop through experience and reflection by:
   1. Iteratively responding to challenges.

SHAPE AMERICA NATIONAL HEALTH EDUCATION STANDARDS MATRIX

	Lesson	Standard 2	Standard 3	Standard 4	Standard 5	Standard 7	Standard 8
Privacy and Online Safety	What Information Is Personal (8-10 Years Old)				●		
	How To Protect Your Personal Information (11-12 Years Old)				●		
Spotting and Avoiding Scams	How To Avoid Phishing Scams (8-10 Years Old)	●	●		●		
	Find the Fakes (8-10 Years Old)	●	●		●		
	When Free Is Not Free (11-12 Years Old)				●		
Understanding Advertising	What Is Advertising Literacy? (8-10 Years Old)	●			●		
	Understanding Advertising Techniques (11-12 Years Old)				●		
Digital Citizenship	What Is Digital Citizenship and How To Practice It (8-10 Years Old)			●	●		
	What To Do When Someone Uses Bullying Language Online (8-10 Years Old)	●		●	●	●	●
	How To Become an Upstander (11-12 Years Old)	●		●	●		
Review	Share With Care (11-12 Years Old)				●		
	Bringing It All Together (11-12 Years Old)				●		

Standard 2
▶ Analyze influences that affect health and well-being of self and others.

Standard 3
▶ Access valid and reliable resources to support health and well-being of self and others.

Standard 4
▶ Use interpersonal communication skills to support health and well-being of self and others.

Standard 5
▶ Use a decision-making process to support health and well-being of self and others.

Standard 7
▶ Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8
▶ Advocate to promote health and well-being of self and others.