

Big Idea V: Explore		Learners read, discover and innovate with a growth mindset developed through experience and reflection.							
Essential Questions		<ul style="list-style-type: none"> 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	