



# Health World Education Review of Garfield's Cyber Safety Adventures Lesson 1: Privacy- Alignment to National Standards

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The Lesson 1: Privacy script aligns with a variety of standards.

- International Society for Technology in Education: Standards for Students
  - National Health Education Standards
- American Association of School Librarians: Standards for the 21<sup>st</sup> Learner

Listed below are the *Indicators* within each standard that are supported by Lesson 1: Privacy.

## ➤ 2016 International Society for Technology in Education (ISTE) Standards for Students: 2a, 2b, and 2d

### Standard 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.

Standard 2 Indicators:

**2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.**

**2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.**

**2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.**

### Alignment to ISTE Standards: The Why -

- The 2016 ISTE Standards for students emphasize the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed with the goal of cultivating these skills throughout a student's academic career. Empowered students are prepared for the future.
- Human life is no longer solely digital or physical – it's a hybrid. **Students today grow up immersed in technology but they don't automatically understand technology's pitfalls – or its opportunities.**
- Being a global citizen is no longer optional. We live in an age where collaboration can and does happen between individuals living around the world, and people can share and communicate with

a global audience in an instant. **Today's children will contribute and grow within a global landscape.**

***For your reference, a full listing of the ISTE Standards can be found in Appendix 1.***

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➤ **National Health Education Standards (NHES): 4.2.3, 4.2.4, 4.5.3, 4.5.4, 7.2.2, 7.5.3**

**NHES Standard 4:**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 4 Performance Indicators: **PreK-Grade 2**

**4.2.3: Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.**

**4.2.4: Demonstrate ways to tell a trusted adult if threatened or harmed.**

Standard 4 Performance Indicators: **Grades 3-5**

**4.5.3: Demonstrate effective verbal and nonverbal communication skills to enhance health.**

**4.5.4: Demonstrate how to ask for assistance to enhance personal health.**

Standard 4 Performance Indicators: **Grades 6-8**

**4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.**

**4.5.4: Demonstrate how to ask for assistance to enhance the health of self and others.**

**Alignment to NHES 4: The Why -**

- Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**NHES Standard 7:**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 4 Performance Indicators: **PreK-Grade 2**

**7.2.2: Demonstrate behaviors that avoid or reduce health risks.**

Standard 4 Performance Indicators: **Grades 3-5**

### **7.5.3: Demonstrate behaviors that avoid or reduce health risks.**

Standard 4 Performance Indicators: **Grades 6-8**

### **7.5.3: Demonstrate behaviors that avoid or reduce health risks to self and others.**

**Alignment to NHES 7: The Why -**

- Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

***For your reference, a full listing of the NHES Standards can be found in Appendix 2.***

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## ➤ **American Association of School Librarians (AASL): Standards for the 21<sup>st</sup> Century Learner: 1.3.5, 1.4.4, 2.4.1, 3.1.6, 4.3.4**

### **Standard 1:**

Inquire, think critically, and gain knowledge.

Standard 1 Indicator:

**1.3.5: Use information technology responsibly.**

**1.4.4: Seek appropriate help when it is needed.**

### **Standard 2:**

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Standard 2 Indicator:

**2.4.1: Determine how to act on information (accept, reject, modify).**

### **Standard 3:**

Share knowledge and participate ethically and productively as members of our democratic society.

Standard 3 Indicator:

**3.1.6: Use information and technology ethically and responsibly.**

### **Standard 4:**

Pursue personal and aesthetic growth

Standard 4 Indicator:

**4.3.4: Practice safe and ethical behaviors in personal electronic communication and interactions.**

**Alignment to AASL Standards: The Why -**

- Ethical behavior in the use of information must be taught. In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.
- Technology skills are crucial for future employment needs. Today's students need to develop information skills that will enable them to use technology as an important tool for learning both now and in the future.
- Learning has a social context. Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.
- School libraries are essential to the development of learning skills. School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21<sup>st</sup> century.

***For your reference, a full listing of the AASL Standards can be found in Appendix 3.***

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## APPENDIX 1:

# Full Listing of the ISTE Standards for Students

## 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.

Indicators:

**1a** Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

**1b** Students build networks and customize their learning environments in ways that support the learning process.

**1c** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

**1d** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

## 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.

Indicators:

**2a** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

**2b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

**2c** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**2d** Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

## 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.

Indicators:

**3a** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

**3b** Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

**3c** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

**3d** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **4. Innovative Designer**

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Indicators:

**4a** Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

**4b** Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

**4c** Students develop, test and refine prototypes as part of a cyclical design process.

**4d** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

#### **5. Computational Thinker**

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Indicators:

**5a** Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

**5b** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

**5c** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

**5d** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

#### **6. Creative Communicator**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Indicators:

**6a** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**6b** Students create original works or responsibly repurpose or remix digital resources into new creations.

**6c** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

**6d** Students publish or present content that customizes the message and medium for their intended audiences.

#### **7. Global Collaborator**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Indicators:

**7a** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

**7b** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

**7c** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

**7d** Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

## APPENDIX 2:

# Full Listing of the NHES Standards

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

*Performance Indicators\**

### **Pre-K-Grade 2**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

### **Grades 3-5**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

### **Grades 6-8**

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.



1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

*Performance Indicators\**

**Pre-K-Grade 2**

2.2.1 Identify how the family influences personal health practices and behaviors.

2.2.2 Identify what the school can do to support personal health practices and behaviors.

2.2.3 Describe how the media can influence health behaviors.

**Grades 3-5**

2.5.1 Describe how family influences personal health practices and behaviors.

2.5.2 Identify the influence of culture on health practices and behaviors.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

2.5.6 Describe ways that technology can influence personal health.

**Grades 6-8**

2.8.1 Examine how the family influences the health of adolescents.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.5 Analyze how messages from media influence health behaviors.

2.8.6 Analyze the influence of technology on personal and family health.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

*Performance Indicators\**

**Pre-K-Grade 2**

- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.

**Grades 3-5**

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid health information.

**Grades 6-8**

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

*Performance Indicators\**

**Pre-K-Grade 2**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 Demonstrate listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Grades 3-5**

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

4.5.4 Demonstrate how to ask for assistance to enhance personal health.

### **Grades 6-8**

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

## **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

### *Performance Indicators\**

#### **Pre-K-Grade 2**

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

#### **Grades 3-5**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.2 Analyze when assistance is needed in making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

#### **Grades 6-8**

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

*Performance Indicators\**

**Pre-K-Grade 2**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Grades 3-5**

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

**Grades 6-8**

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

*Performance Indicators\**

**Pre-K-Grade 2**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Grades 3-5**

- 7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### **Grades 6-8**

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

## **Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

### *Performance Indicators*

#### **Pre-K-Grade 2**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

#### **Grades 3-5**

8.5.1 Express opinions and give accurate information about health issues.

8.5.2 Encourage others to make positive health choices.

#### **Grades 6-8**

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## APPENDIX 3:

# Full Listing of the AASL Standards

## Standard 1: Inquire, think critically, and gain knowledge.

### Skills

- 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

### Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

### Responsibilities

- 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

### Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

## **Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

### Skills

- 2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

### Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

### Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

### Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

## **Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.**

### Skills

- 3.1.1 Conclude an inquiry based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

### Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

#### Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

#### Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

### **Standard 4: Pursue personal and aesthetic growth.**

#### Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

#### Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

#### Responsibilities



- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

#### Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.