



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners display curiosity and initiative by:	LESSON	
	1	2
1. Formulating questions about a personal interest or a curricular topic.	✓	✓
2. Recalling prior and background knowledge as context for new meaning.	✓	✓

CREATE B. Learners engage with new knowledge by following a process that includes:	LESSON	
	1	2
1. Using evidence to investigate questions.	✓	✓
2. Devising and implementing a plan to fill knowledge gaps.	✓	✓
3. Generating products that illustrate learning.	✓	✓

SHARE C. Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	LESSON	
	1	2
1. Interacting with content presented by others.	✓	✓
2. Providing constructive feedback.		✓
4. Sharing products with an authentic audience.		✓

GROW D. Learners participate in an ongoing inquiry-based process by:	LESSON	
	1	2
1. Continually seeking knowledge.	✓	✓
2. Engaging in sustained inquiry.	✓	✓
3. Enacting new understanding through real-world connections.	✓	✓



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners contribute a balanced perspective when participating in a learning community by:	LESSON	
	1	2
1. Articulating an awareness of the contributions of a range of learners.	✓	✓
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.		✓
3. Describing their understanding of cultural relevancy and placement within the global learning community.	✓	

CREATE B. Learners adjust their awareness of the global learning community by:	LESSON	
	1	2
1. Interacting with learners who reflect a range of perspectives.	✓	✓
2. Evaluating a variety of perspectives during learning activities.	✓	✓
3. Representing diverse perspectives during learning activities.	✓	✓

SHARE C. Learners exhibit empathy with and tolerance for diverse ideas by:	LESSON	
	1	2
1. Engaging in informed conversation and active debate.	✓	✓
2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	✓	✓

GROW D. Learners demonstrate empathy and equity in knowledge building within the global learning community by:	LESSON	
	1	2
1. Seeking interactions with a range of learners.	✓	✓
2. Demonstrating interest in others' perspectives during learning activities.	✓	✓
3. Reflecting on their own place within the global learning community.	✓	



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners identified collaborative opportunities by:	LESSON	
	1	2
1. Demonstrating their desire to broaden and deepen understanding.	✓	
2. Developing new understandings through engagement in a learning group.	✓	✓
3. Deciding to solve problems informed by group interactions.		✓

CREATE B. Learners participate in personal, social, and intellectual networks by:	LESSON	
	1	2
1. Using a variety of communication tools and resources.	✓	✓
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	✓	✓

SHARE C. Learners work productively with others to solve problems by:	LESSON	
	1	2
1. Soliciting and responding to feedback from others.		✓

GROW D. Learners actively participate with others in learning situations by:	LESSON	
	1	2
1. Actively contributing to group discussions.	✓	✓
2. Recognizing learning as a social responsibility.	✓	✓



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners act on an information need by:	LESSON	
	1	2
2. Identifying possible sources of information.	✓	✓
3. Making critical choices about information sources to use.	✓	✓

CREATE B. Learners gather information appropriate to the task by:	LESSON	
	1	2
3. Systematically questioning and assessing the validity and accuracy of information.	✓	✓
4. Organizing information by priority, topic, or other systematic scheme.		✓

SHARE C. Learners exchange information resources within and beyond their learning community by:	LESSON	
	1	2
3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.		✓

GROW D. Learners select and organize information for a variety of audiences by:	LESSON	
	1	2
1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.	✓	✓
2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.	✓	✓



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners develop and satisfy personal curiosity by:	LESSON	
	1	2
1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	✓	✓
2. Reflecting and questioning assumptions and possible misconceptions.	✓	
3. Engaging in inquiry-based processes for personal growth.	✓	✓

SHARE C. Learners engage with the learning community by:	LESSON	
	1	2
1. Expressing curiosity about a topic of personal interest or curricular relevance.	✓	✓



STANDARDS ALIGNMENT UNIT IV: THE GHETTOS

THINK A. Learners follow ethical and legal guidelines for gathering and using information by:	LESSON	
	1	2
1. Responsibly applying information, technology, and media to learning.	✓	✓

SHARE C. Learners responsibly, ethically, and legally share new information with a global community by:	LESSON	
	1	2
2. Disseminating new knowledge through means appropriate for the intended audience.		✓

¹ American Association of School Librarians (2018). Standards Framework for Learners. <https://standards.aasl.org/>