

A review team from the American Association of School Librarians (AASL) determined that the Google CS First curriculum (2019), [csfirst.withgoogle.com](https://csfirst.withgoogle.com), aligns with the *AASL Standards Framework for Learners* featured within the *National School Library Standards for Learners, School Librarians, and School Libraries* (2018), [standards.aasl.org](https://standards.aasl.org). The Google CS First curriculum helps build the Competencies outlined for learners under the AASL Standards Domains—Think, Create, Share, and Grow—and within the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. For more on how school librarians and school libraries support learning through technology, information media, and multiple literacies, see the AASL Standards Frameworks related to School Librarians and School Libraries.

The Google CS First curriculum was found to align to the following Domains and Competencies within the Shared Foundations of the *AASL Standards Framework for Learners*:

## AASL Standards Framework for Learners

SHARED FOUNDATION I:  <b>Inquire</b>	
DOMAIN	LEARNER COMPETENCIES
 <b>A. THINK</b>	<p><b>Learners display curiosity and initiative by:</b></p> <ol style="list-style-type: none"> <li>1. Formulating questions about a personal interest or a curricular topic.</li> <li>2. Recalling prior and background knowledge as context for new meaning.</li> </ol>
 <b>B. CREATE</b>	<p><b>Learners engage with new knowledge by following a process that includes:</b></p> <ol style="list-style-type: none"> <li>1. Using evidence to investigate questions.</li> <li>2. Devising and implementing a plan to fill knowledge gaps.</li> <li>3. Generating products that illustrate learning.</li> </ol>
 <b>C. SHARE</b>	<p><b>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b></p> <ol style="list-style-type: none"> <li>1. Interacting with content presented by others.</li> <li>2. Providing constructive feedback.</li> <li>3. Acting on feedback to improve.</li> <li>4. Sharing products with an authentic audience.</li> </ol>
 <b>D. GROW</b>	<p><b>Learners participate in an ongoing inquiry-based process by:</b></p> <ol style="list-style-type: none"> <li>1. Continually seeking knowledge.</li> <li>2. Engaging in sustained inquiry.</li> <li>3. Enacting new understanding through real-world connections.</li> <li>4. Using reflection to guide informed decisions.</li> </ol>

SHARED FOUNDATION II:  <b>Include</b>	
DOMAIN	LEARNER COMPETENCIES
 <b>D. GROW</b>	<p><b>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Seeking interactions with a range of learners.</li> <li>2. Demonstrating interest in other perspectives during learning activities.</li> <li>3. Reflecting on their own place within the global learning community.</li> </ol>

CONTINUED ON REVERSE 

## SHARED FOUNDATION III: Collaborate

DOMAIN	LEARNER COMPETENCIES
 <b>A. THINK</b>	<p><b>Learners identify collaborative opportunities by:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrating their desire to broaden and deepen understandings.</li> <li>2. Developing new understandings through engagement in a learning group.</li> <li>3. Deciding to solve problems informed by group interaction.</li> </ol>
 <b>B. CREATE</b>	<p><b>Learners participate in personal, social, and intellectual networks by:</b></p> <ol style="list-style-type: none"> <li>1. Using a variety of communication tools and resources.</li> <li>2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> </ol>
 <b>D. GROW</b>	<p><b>Learners actively participate with others in learning situations by:</b></p> <ol style="list-style-type: none"> <li>1. Actively contributing to group discussions.</li> <li>2. Recognizing learning as a social responsibility.</li> </ol>

## SHARED FOUNDATION IV: Curate

DOMAIN	LEARNER COMPETENCIES
 <b>D. GROW</b>	<p><b>Learners select and organize information for a variety of audiences by:</b></p> <ol style="list-style-type: none"> <li>1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</li> <li>2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</li> <li>3. Openly communicating curation processes for others to use, interpret, and validate.</li> </ol>

## SHARED FOUNDATION V: Explore

DOMAIN	LEARNER COMPETENCIES
 <b>A. THINK</b>	<p><b>Learners develop and satisfy personal curiosity by:</b></p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
 <b>B. CREATE</b>	<p><b>Learners construct new knowledge by:</b></p> <ol style="list-style-type: none"> <li>1. Problem solving through cycles of design, implementation, and reflection.</li> <li>2. Persisting through self-directed pursuits by tinkering and making.</li> </ol>
 <b>C. SHARE</b>	<p><b>Learners engage with the learning community by:</b></p> <ol style="list-style-type: none"> <li>1. Expressing curiosity about a topic of personal interest or curricular relevance.</li> <li>2. Co-constructing innovative means of investigation.</li> <li>3. Collaboratively identifying innovative solutions to a challenge or problem.</li> </ol>
 <b>D. GROW</b>	<p><b>Learners develop through experience and reflection by:</b></p> <ol style="list-style-type: none"> <li>1. Iteratively responding to challenges.</li> <li>2. Recognizing capabilities and skills that can be developed, improved, and expanded.</li> <li>3. Open-mindedly accepting feedback for positive and constructive growth.</li> </ol>

## SHARED FOUNDATION VI: Engage

DOMAIN	LEARNER COMPETENCIES
 <b>A. THINK</b>	<p><b>Learners follow ethical and legal guidelines for gathering and using information by:</b></p> <ol style="list-style-type: none"> <li>1. Responsibly applying information, technology, and media to learning.</li> <li>2. Understanding the ethical use of information, technology, and media.</li> <li>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ol>
 <b>C. SHARE</b>	<p><b>Learners responsibly, ethically, and legally share new information with a global community by:</b></p> <ol style="list-style-type: none"> <li>1. Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>2. Disseminating new knowledge through means appropriate for the intended audience.</li> </ol>
 <b>D. GROW</b>	<p><b>Learners engage with information to extent personal learning by:</b></p> <ol style="list-style-type: none"> <li>1. Personalizing their use of information and information technologies.</li> <li>2. Reflecting on the process of ethical generation of knowledge.</li> <li>3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li> </ol>