

Grades 3-5

Concept: Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Standard T (Think:) Learners display curiosity and initiative by:

Learning Priority 1. Formulating questions about a personal interest or a curricular topic.

A With guidance and support, formulate questions when reading, constructing hypotheses, and gathering information. **I.IQ.T1.A**

Learning Priority 2. Recalling prior and background knowledge as context for new meaning.

A With guidance and support, recall prior knowledge to connect new information to previous learning. **I.IQ.T2.A**

Standard C (Create:) Learners engage with new knowledge by following a process that includes:

Learning Priority 1. Using evidence to investigate questions.

- A With guidance and support, utilize credible resources to investigate questions and draw conclusions. **I.IQ.C1.A**

Learning Priority 2. Devising and implementing a plan to fill knowledge gaps.

- A With guidance and support, create and implement a plan with specific steps and resources to fill in knowledge gaps (Ex.:Super 3, Big 6, Guided Inquiry Design). **I.IQ.C2.A**

Learning Priority 3. Generating products that illustrate learning.

- A With guidance and support, create products (e.g., research papers, presentations, speeches, art exhibits, multimedia, etc) appropriate for a specific audience other than a teacher to reflect student learning. **I.IQ.C3.A**
- A With guidance and support, utilize credible resources to investigate questions and draw conclusions. **I.IQ.C1.A**

Learning Priority 2. Devising and implementing a plan to fill knowledge gaps.

- A With guidance and support, create and implement a plan with specific steps and resources to fill in knowledge gaps (Ex.:Super 3, Big 6, Guided Inquiry Design). **I.IQ.C2.A**

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Learning Priority 1. Continually seeking knowledge.

- A With support, demonstrate one's ability to be a lifelong learner by studying and reading for personal and academic interests. **I.IQ.G1.A**

Learning Priority 2. Engaging in sustained inquiry.

- A With support, demonstrate resilience when executing inquiry for continual research and personal growth. **I.IQ.G2.A**

Learning Priority 3. Enacting new understanding through real-world connections.

- A With guidance and support, apply academic learning to the real-world by making connections with personal interests and opportunities for growth. **I.IQ.G3.A**

Learning Priority 4. Using reflection to guide informed decisions.

- A With guidance and support, evaluate the strengths and weaknesses of an inquiry and identify areas of improvement to make decisions. **I.IQ.G4.A**
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Concept: Include - Demonstrates an understanding of and commitment to inclusiveness and respect for diversity in the learning.

Standard T (Think:) Learners contribute a balanced perspective when participating in a learning community by:

Learning Priority 1. Articulating an awareness of the contributions of a range of learners.

- A With support, listen respectfully, participate in discussion and seek the contribution of others. **I.IN.T1.A**

Learning Priority 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

- A Distinguish fact from opinion within an information source. **I.IN.T2.A**
- B With support, identify points of view within a variety of writing and learning products. **I.IN.T2.B**

Learning Priority 3. Describing their understanding of cultural relevancy and placement within the global learning community.

- A With support and discussion, connect cultural content with one's own culture and experience. **I.IN.T3.A**

Standard C (Create:) Learners adjust their awareness of the global learning community by:

Learning Priority 1. Interacting with learners who reflect a range of perspectives.

- A With support, participate in local and global groups that include a range of cultures, abilities, and other diversities. **I.IN.C1.A**

Learning Priority 2. Evaluating a variety of perspectives during learning activities.

- A With guidance and support, identify a variety of perspectives and articulate why considering others' ideas can lead to new or deeper knowledge. **I.IN.C2.A**

Standard S (Share:) Learners exhibit empathy with and appreciation of diverse ideas by:

Learning Priority 1. Engaging in informed conversation and active debate.

- A With support, participate in discussion using evidence to support claims and respect others' opinions through active listening and questioning. **I.IN.S1.A**

Learning Priority 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

- A With support, offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others. **I.IN.S2.A**
- B With support, consider multiple perspectives in discussion. **I.IN.S2.B**

Standard G (Grow:) Learners demonstrate empathy and equity in knowledge building within the global learning community by:

Learning Priority 1. Interacting with learners who reflect a range of perspectives.

- A With support, interact with peers, experts, community members, and others. **I.IN.G1.A**

Learning Priority 2. Demonstrating interest in other perspectives during learning activities.

- A With support, demonstrate an interest in perspectives that are different from one's own by questioning and discussing with empathy and equity. **I.IN.G2.A**

Learning Priority 3. Reflecting on their own place within the global learning community.

- A With support, self-reflect on how one fits into the local, state, national and international community. **I.IN.G3.A**
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Concept: Collaborate - Work effectively with others to broaden perspectives and work toward common goals.

Standard T (Think:) Learners identify collaborative opportunities by:

Learning Priority 1. Demonstrating their desire to broaden and deepen understandings.

- A Collaboratively ask questions of others to recognize differing points of view. **I.CL.T1.A**

Learning Priority 2. Developing new understandings through engagement in a learning group.

- A With guidance and support, use others' ideas to modify the point of view or conclusion based on new information. **I.CL.T2.A**

Learning Priority 3. Deciding to solve problems informed by group interaction.

- A With guidance and support, work with others to make decisions and solve problems. **I.CL.T3.A**
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Standard C (Create:) Learners participate in personal, social, and intellectual networks by:

Learning Priority 1. Using a variety of communication tools and resources.

- A With guidance and support, use a variety of appropriate resources to communicate in personal and intellectual networks. **I.CL.C1.A**

Learning Priority 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

- A Describe a concept to another person using unique examples while connecting it to a person, place, or event the other person is familiar with. **I.CL.C2.A**

Standard S (Share:) Learners work productively with others to solve problems by:

Learning Priority 1. Soliciting and responding to feedback from others.

- A Solicit, listen, and respond respectfully to the ideas and opinions of others without interrupting. **I.CL.S1.A**

Learning Priority 2. Involving diverse perspectives in their own inquiry processes.

- A Recognize other perspectives in the inquiry process when solving problems. **I.CL.S2.A**
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Standard G (Grow:) Learners actively participate with others in learning situations by:

Learning Priority 1. Actively contribute to group discussions.

- A With guidance, actively contribute to group discussions by adding information to help others better understand the concept. **I.CL.G1.A**

Learning Priority 2. Recognizing learning as a social responsibility.

- A Recognize your ability to contribute positively to learning in a group. **I.CL.G2.A**
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Concept: Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Standard T (Think:) Learners act on an information need by:

Learning Priority 1. Determining the need to gather information.

- A With support, recognize the need for information by defining the topic and information needed to support the inquiry. **I.CT.T1.A**

Learning Priority 2. Identifying possible sources of information.

- A With support, identify and locate information from human, print and electronic resources. **I.CT.T2.A**

Learning Priority 3. Make critical choices about information.

- A With support, select appropriate resources for an information need. **I.CT.T3.A**

Standard C (Create:) Learners gather information appropriate to the task by:

Learning Priority 1. Seeking a variety of sources.

- A With support, locate information, from more than one format, on a specific topic. **I.CT.C1.A**

Learning Priority 2. Collecting information representing diverse perspectives.

- A With support, locate information, from more than one perspective on a specific topic. **I.CT.C2.A**

Learning Priority 3. Systematically questioning and assessing the validity and accuracy of information.

- A With support, and using established criteria, question the validity of each source. **I.CT.C3.A**

Learning Priority 4. Organizing information by priority, topic, or other systematic scheme.

- A With guidance and support, select appropriate organizational patterns (chronological order, compare/contrast, problem/solution, cause/effect, etc.) and/or technology tools to organize information and draw conclusions. **I.CT.C4.A**

Standard S (Share:) Learners exchange information resources within and beyond their learning community by:

Learning Priority 1. Accessing and evaluating collaboratively constructed information sites.

- A With guidance, utilize collaboratively constructed information sites (ex: social bookmarking websites, blogs, wikis, etc) and discuss the accuracy of the information. **I.CT.S1.A**

Learning Priority 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.

- A With guidance and support, follow copyright guidelines when contributing to projects and presentations collaboratively online. **I.CT.S2.A**

Learning Priority 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

- A With guidance and support, note similarities and differences in information with an awareness of authority and accuracy from collaboratively constructed information sites. **I.CT.S3.A**

Standard G (Grow:) Learners select and organize information for a variety of audiences by:

Learning Priority 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

- A With guidance and support, use a rubric to evaluate selected resources **I.CT.G1.A**

Learning Priority 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

- A With support, choose a graphic organizer and create a visual to organize information learned from resources. **I.CT.G2.A**

Learning Priority 3. Openly communicating curation processes for others to use, interpret, and validate.

- A With guidance and support, explain the process and criteria for locating, evaluating, organizing, and implementing resources. **I.CT.G3.A**
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Concept: Explore - Discover and innovate in a growth mindset developed through experience and reflection.

Standard T (Think:) Learners construct new knowledge by:

Learning Priority 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

- A With guidance and support, explore reading interests that satisfy personal curiosity by reading multiple genres and formats for recreation and information. **I.EX.T1.A**

- B With support, write or create products that express what you learn in your reading for a variety of purposes. **I.EX.T1.B**

Learning Priority 2. Reflecting and questioning assumptions and possible misconceptions.

- A With guidance and support, identify and reflect on prejudice, deception, and/or manipulation within information. **I.EX.T2.A**

Learning Priority 3. Engaging in inquiry-based processes for personal growth.

- A With guidance and support, participate in a personal inquiry process (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.). **I.EX.T3.A**
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Standard C (Create:) Learners develop and satisfy personal curiosity by:

Learning Priority 1. Problem solving through cycles of design, implementation, and reflection.

- A With guidance and support, utilize a deliberate design process to solve an authentic problem (Ex.: Design Thinking, Engineering Design Process, “Imagine, Create, and Evaluate,” etc.). **I.EX.C1.A**

Learning Priority 2. Persisting through self-directed pursuits by tinkering and making.

- A With guidance and support, explore a variety of tools and materials to create new things and show resiliency through refinement. **I.EX.C2.A**

Standard S (Share:) Learners engage with the learning community by:

Learning Priority 1. Expressing curiosity about a topic of personal interest or curricular relevance.

- A Independently identify topics that are interesting and ask related questions that display curiosity. **I.EX.S1.A**

Learning Priority 2. Co-constructing innovative means of investigation.

- A With support, participate in a group to plan and complete an inquiry using diverse methods of investigation. **I.EX.S2.A**

Learning Priority 3. Collaboratively identifying innovative solutions to a challenge or problem.

- A With support, brainstorm, predict, and test multiple, unique solutions to a problem within a group. **I.EX.S3.A**

Standard G (Grow:) Learners develop through experience and reflection by:

Learning Priority 1. Iteratively responding to challenges.

- A With guidance and support, implement strategies for solving challenges and make modifications when confronted with an obstacle. **I.EX.G1.A**

Learning Priority 2. Recognizing capabilities and skills that can be developed, improved, and expanded.

- A With support, self-assess and identify skills for improvement. **I.EX.G2.A**

Learning Priority 3. Open-mindedly accepting feedback for positive and constructive growth.

- A With guidance and support, acknowledge that feedback is part of improving a product and/or process and identify what feedback will be accepted or rejected. **I.EX.G3.A**
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Concept: Engage - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Standard T (Think:) Learners follow ethical and legal guidelines for gathering and using information by:

Learning Priority 1. Responsibly applying information, technology, and media to learning.

- A With guidance and support, acknowledge the work of others by citing sources. **I.EG.T1.A**
- B With support, identify, select, and use the appropriate technology and media (print, digital, websites, reference, nonfiction text). **I.EG.T1.B**

Learning Priority 2. Understanding the ethical use of information, technology, and media.

- A With guidance and support, show understanding of rules for using information such as copyright, fair use, and trademark. **I.EG.T2.A**

Learning Priority 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

- A With support, evaluate the usefulness of a resource based on individual or academic need. **I.EG.T3.A**
- B With support, use additional sources to verify the accuracy of facts. **I.EG.T3.B**

Standard C (Create:) Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

Learning Priority 1. Ethically using and reproducing others' work.

- A With guidance and support, acknowledge intellectual property by correctly citing or seeking permission to use, reproduce, and/or share. **I.EG.C1.A**

Learning Priority 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

- A With guidance and support, correctly cite or seek permission to use, reproduce, and/or share. **I.EG.C2.A**

Learning Priority 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

- A With support, provide appropriate information following a simple bibliographic format on a product allowing others to credit original work. **I.EG.C3.A**

Standard S (Share:) Learners responsibly, ethically, and legally share new information with a global community by:

Learning Priority 1. Sharing information resources in accordance with modification, reuse, and remix policies.

- A With guidance and support, recognize that reworking and remixing multiple sources into an original product still requires acknowledging the sources of information used. **I.EG.S1.A**

Learning Priority 2. Disseminating new knowledge through means appropriate for the intended audience.

- A With guidance and support, demonstrate new learning by sharing with the global community. (ex: art, music, movement, oral language, written language, poetry, podcasts, etc). **I.EG.S2.A**

Standard G (Grow:) Learners engage with information to extend personal learning by:

Learning Priority 1. Personalizing their use of information and information technologies.

- A With support, choose multiple information sources that match interests and needs. **I.EG.G1.A**

Learning Priority 2. Reflecting on the process of ethical generation of knowledge.

- A With guidance and support, identify self-reflection techniques to the process of finding and incorporating information into a product. **I.EG.G2.A**

Learning Priority 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

- A With guidance, identify ethical and legal use of information resources when working with a group and set a good example for others. **I.EG.G3.A**