

# Arkansas K-12 Library Media Standards

## Based AASL Standards Framework for Learners

### Quick Reference

Standard 1. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.			
1.I.T I can think	1.I.C I can create	1.I.S I can share	1.I.G I can grow
by displaying curiosity and initiative:	by engaging with new knowledge by following a process:	by adapting, communicating, and exchanging learning products with others in a cycle that includes:	by participating in an ongoing inquiry-based process:
1.I.T.1 Formulate questions about a personal interest or a curricular topic.	1.I.C.1 Use evidence to investigate questions.	1.I.S.1 Interact with content presented by others.	1.I.G.1 Continually seek knowledge.
1.I.T.2 Recall prior and background knowledge as a context for new meaning.	1.I.C.2 Devise and implement a plan to fill knowledge gaps.	1.I.S.2. Provide constructive feedback.	1.I.G.2 Engage in sustained inquiry.
	1.I.C.3 Generate products that illustrate learning.	1.I.S.3 Act on feedback to improve.	1.I.G.3 Enact new understanding through real-world connections.
		1.I.S.4 Share products with an authentic audience.	1.I.G.4 Use reflection to guide informed decisions.

<b>Standard 2. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</b>			
<b>2.IN.T I can think</b>	<b>2.IN.C I can create</b>	<b>2.IN.S I can share</b>	<b>2.IN.G I can grow</b>
<b>by contributing a balanced perspective when participating in a learning community:</b>	<b>by adjusting my awareness of the global learning community:</b>	<b>by exhibiting empathy with and tolerance for diverse ideas:</b>	<b>by demonstrating empathy and equity in knowledge building within the global learning community:</b>
2.IN.T.1 Articulate an awareness of the contributions of a range of learners.	2.IN.C.1 Interact with learners who reflect a range of perspectives.	2.IN.S.1 Engage in informed conversation and active debate.	2.IN.G.1 Seek interactions with a range of learners.
2.IN.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	2.IN.C.2 Evaluate a variety of perspectives during learning activities.	2.IN.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	2.IN.G.2 Demonstrate interest in other perspectives during learning activities.
2.IN.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.	2.IN.C.3 Represent diverse perspectives during learning activities.		2.IN.G.3 Reflect on their own place within the global learning community.

<b>Standard 3. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.</b>			
<b>3.C.T I can think by identifying collaborative opportunities:</b>	<b>3.C.C I can create by participating in personal, social, and intellectual networks:</b>	<b>3.C.S I can share By working productively with others to solve problems:</b>	<b>3.C.G I can grow by actively participating with others in learning situations:</b>
3.C.T.1 Demonstrate a desire to broaden and deepen understandings.	3.C.C.1 Use a variety of communication tools and resources.	3.C.S.1 Solicit and respond to feedback from others.	3.C.G.1 Actively contribute to group discussions.
3.C.T.2 Develop new understandings through engagement in a learning group.	3.C.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	3.C.S.2 Involve diverse perspectives in their own inquiry processes.	3.C.G.2 Recognize learning as a social responsibility.
3.C.T.3 Decide to solve problems informed by group interaction.			

<b>Standard 4. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</b>			
<b>4.CU.T I can think by acting on an information need:</b>	<b>4.CU.C I can create by gathering information appropriate to the task:</b>	<b>4.CU.S I can share by exchanging information resources within and beyond their learning community:</b>	<b>4.CU.G I can grow By selecting and organizing information for a variety of audiences:</b>
4.CU.T.1 Determine the need to gather information.	4.CU.C.1 Seek a variety of sources.	4.CU.S.1 Access and evaluate collaboratively constructed information sites.	4.CU.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
4.CU.T.2 Identify possible sources of information.	4.CU.C.2 Collect information representing diverse perspectives.	4.CU.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	4.CU.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.
4.CU.T.3 Make critical choices about information sources to use.	4.CU.C.3 Systematically question and assess the validity and accuracy of information.	4.CU.S.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.	4.CU.G.3 Openly communicate curation processes for others to use, interpret, and validate.
	4.CU.C.4 Organize information by priority, topic or other systematic scheme.		

<b>Standard 5. Explore: Discover and innovate in a growth mindset developed through experience and reflection.</b>			
<b>5.E.T I can think by developing and satisfying personal curiosity:</b>	<b>5.E.C I can create by constructing new knowledge:</b>	<b>5. E.S I can share by engaging with the learning community:</b>	<b>5.E.G I can grow by developing through experience and reflections:</b>
5.E.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	5.E.C.1 Problem solve through cycles of design, implementation, and reflection.	5.E.S.1 Express curiosity about a topic of personal interest or curricular relevance.	5.E.G.1 Iteratively respond to challenges.
5.E.T.2 Reflecting and questioning assumptions and possible misconceptions.	5.E.C.2 Persist through self-directed pursuits by tinkering and making.	5.E.S.2 Co-construct innovative means of investigation.	5.E.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.
5.E.T.3 Engaging in inquiry-based processes for personal growth.		5.E.S.3 Collaboratively identify innovative solutions to a challenge or problem.	5.E.G.3. Open-mindedly accept feedback for positive and constructive growth.

<b>Standard 6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</b>			
<b>6.EN.T I can think</b>	<b>6.EN.C I can create</b>	<b>6.EN.S I can share</b>	<b>6.EN.G I can grow</b>
<b>by following ethical and legal guidelines for gathering and using information:</b>	<b>by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:</b>	<b>by responsibly, ethically, and legally sharing new information with a global community:</b>	<b>by engaging with information to extend personal learning:</b>
6.EN.T.1 Responsibly apply information, technology, and media to learning.	6.EN.C.1 Ethically use and reproduce others' work.	6.EN.S.1 Share information resources in accordance with modification, reuse, and remix policies.	6.EN.G.1 Personalize their use of information and information technologies.
6.EN.T.2 Understand the ethical use of information, technology, and media.	6.EN.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	6.EN.S.2 Disseminate new knowledge through means appropriate for the intended audience.	6.EN.G.2 Reflect on the process of ethical generation of knowledge.
6.EN.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	6.EN.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.		6.EN.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.