

# Grades K-2

**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:**

- 1 Learning Priority 1. Formulating questions about a personal interest or a curricular topic.
  - A With prompting and support, ask questions when reading and gathering information. [P.IQ.T1.A](#)
- 2 Learning Priority 2. Recalling prior and background knowledge as context for new meaning.
  - A With prompting and support, share prior knowledge to connect new information to previous learning.

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

- 1 Learning Priority 1. Using evidence to investigate questions.
  - A With prompting and support, utilize resources to investigate questions and draw conclusions. [P.IQ.C1.A](#)
- 2 Learning Priority 2. Devising and implementing a plan to fill knowledge gaps.
  - A With prompting and support, follow a plan with specific steps and resources to fill in knowledge gaps (Ex.: Super 3, Big 6, Guided Inquiry Design). [P.IQ.C2.A](#)
- 3 Learning Priority 3. Generating products that illustrate learning.
  - A With prompting and support, create products (e.g., research papers, presentations, speeches, art exhibits, debates, multimedia, etc) appropriate for a specific audience other than a teacher to reflect student learning. [P.IQ.C3.A](#)

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**Standard S (Share:) Learners adapt, communicate, and exchange learning products with others in a cycle that includes:**

- 1 Learning Priority 1. Interacting with content presented by others.
  - A With support, respectfully listen, view, and respond to the content presented by others. **P.IQ.S1.A**
- 2 Learning Priority 2. Providing constructive feedback.
  - A With guidance and support, encourage others by promoting the strengths of a product and identify examples for improvement by using appropriate tone and language. **P.IQ.S2.A**
- 3 Learning Priority 3. Acting on feedback to improve.
  - A With guidance and support, reflect on feedback, and improve the product. **P.IQ.S3.A**
- 4 Learning Priority 4. Sharing products with an authentic audience.
  - A With guidance and support, present published or completed learning products to an authentic audience beyond the classroom. **P.IQ.S4.A**

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**Standard G (Grow:) Learners participate in an ongoing inquiry-based process by:**

- 1 Learning Priority 1. Continually seeking knowledge.
    - A With guidance and support, demonstrate one's ability to be a lifelong learner by reading for personal and academic interests. **P.IQ.G1.A**
  - 2 Engaging in sustained inquiry.
    - A With guidance and support, demonstrate resilience when executing inquiry for continual research and personal growth. **P.IQ.G2.A**
  - 3 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. **P.IQ.G3.A**
  - 4 Learning Priority 4. Using reflection to guide informed decisions.
    - A With guidance and support, identify strategies to make decisions. **P.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:**

- 1 Learning Priority 1. Articulating an awareness of the contributions of a range of learners.
    - A With guidance and support, listen respectfully, participate in discussion, and recognize the contribution of others. **P.IN.T1.A**
  - 2 Learning Priority 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
    - A With prompting and support, distinguish fact from opinion within an information source. **P.IN.T2.A**
    - B With guidance and support, demonstrate an understanding that all writing has a point of view. **P.IN.T2.B**
  - 3 Learning Priority 3. Describing their understanding of cultural relevancy and placement within the global learning community.
    - A With guidance and discussion, connect cultural content with one's own culture and experience. **P.IN.T3.A**
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**Standard C (Create:) Learners adjust their awareness of the global learning community by:**

- 1 Learning Priority 1. Interacting with learners who reflect a range of perspectives.
    - A With guidance and support, participate in local and global groups that include a range of cultures, abilities, and other diversities. **P.IN.C1.A**
  - 2 Learning Priority 2. Evaluating a variety of perspectives during learning activities.
    - A With guidance and support, understand that considering others' ideas can lead to new or deeper knowledge. **P.IN.C2.A**
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**Standard S (Share:) Learners exhibit empathy with and appreciation of diverse ideas by:**

- 1 Learning Priority 1. Engaging in informed conversation and active debate.
  - A With guidance and support, participate in guided discussion using evidence to support claims and respect others' opinions through active listening and questioning. **P.IN.S1.A**
- 2 Learning Priority 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
  - A With guidance and support, offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others. **P.IN.S2.A**

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

- 1 Learning Priority 1. Interacting with learners who reflect a range of perspectives.
    - A With guidance and support, interact with a variety of peers, experts, community members, and others. **P.IN.G1.A**
  - 2 Learning Priority 2. Demonstrating interest in other perspectives during learning activities.
    - A With guidance and support, demonstrate an interest in perspectives that are different from one's own by questioning, and discussing with empathy and equity. **P.IN.G2.A**
  - 3 Learning Priority 3. Reflecting on their own place within the global learning community.
    - A With guidance and support, self-reflect on how one fits into the local, state, national, and international community. **P.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:**

- 1 Learning Priority 1. Demonstrating their desire to broaden and deepen understandings.
    - A With assistance, collaboratively ask questions of others to recognize different points of view. **P.CL.T1.A**
  - 2 Learning Priority 2. Developing new understandings through engagement in a learning group.
    - A With prompting, guidance, and support, use others' ideas to create new understandings. **P.CL.T2.A**
  - 3 Learning Priority 3. Deciding to solve problems informed by group interaction.
    - A With prompting, guidance, and support, interact with others to make decisions and/or solve problems. **P.CL.T3.A**
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**Standard C (Create:) Learners participate in personal, social, and intellectual networks by:**

- 1 Learning Priority 1. Using a variety of communication tools and resources.
  - A With prompting, guidance, and support, use a variety of appropriate resources to communicate in personal networks. **P.CL.C1.A**
- 2 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. **P.CL.C2.A**

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

- 1 Learning Priority 1. Soliciting and responding to feedback from others.
    - A With guidance, solicit and listen respectfully to the ideas and opinions of others without interrupting. **P.CL.S1.A**
  - 2 Learning Priority 2. Involving diverse perspectives in their own inquiry processes.
    - A With prompting and support recognize other perspectives in the inquiry process when solving problems. **P.CL.S2.A**
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**Standard G (Grow:) Learners actively participate with others in learning situations by:**

- 1 Learning Priority 1. Actively contribute to group discussions.
    - A With guidance and support, actively contribute to group discussions by adding information to help others better understand the concept. **P.CL.G1.A**
  - 2 Learning Priority 2. Recognizing learning as a social responsibility.
    - A With guidance and support, recognize your ability to contribute to learning in a group. **P.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:**

- 1 Learning Priority 1. Determining the need to gather information.
  - A With guidance and support, recognize the need for information by defining the topic. **P.CT.T1.A**
- 2 Learning Priority 2. Identifying possible sources of information.
  - A With guidance and support, recognize that information can come from human, print, and electronic resources. **P.CT.T2.A**
- 3 Learning Priority 3. Make critical choices about information.
  - A With guidance and support, recognize appropriate resources for an information need. **P.CT.T3.A**

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

- 1 Learning Priority 1. Seeking a variety of sources.
  - A With guidance and support, locate information from more than one format, on a specific topic. **P.CT.C1.A**
- 2 Learning Priority 2. Collecting information representing diverse perspectives.
  - A With guidance and support, locate information, from more than one perspective, on a specific topic. **P.CT.C2.A**
- 3 Learning Priority 3. Systematically questioning and assessing the validity and accuracy of information.
  - A With guidance and support, question the accuracy of each source. **P.CT.C3.A**
- 4 Learning Priority 4. Organizing information by priority, topic, or other systematic scheme.
  - A With prompting and support, use appropriate organizational patterns (chronological order, compare/contrast, problem/solution, etc.) and/or technology tools to organize information and draw conclusions. **P.CT.C4.A**

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

- 1 Learning Priority 1. Accessing and evaluating collaboratively constructed information sites.
  - A With guidance and support, utilize a collaboratively constructed information site (ex: social bookmarking websites, blogs, wikis, etc) and explain why it is useful. **P.CT.S1.A**
- 2 Learning Priority 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
  - A With guidance and support, identify the importance of giving credit when sharing the ideas of others collaboratively online. **P.CT.S2.A**
- 3 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 from a collaboratively constructed information site. **P.CT.S3.A**

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

- 1 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. **P.CT.G1.A**
  - 2 Learning Priority 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
    - A With guidance and support, complete a graphic organizer to organize information learned from resources. **P.CT.G2.A**
  - 3 Learning Priority 3. Openly communicating curation processes for others to use, interpret, and validate.
    - A With guidance and support, outline the process taken to gather information resources. **P.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:**

- 1 Learning Priority 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
    - A With guidance and support, discover reading interests that satisfy personal curiosity by reading multiple genres and formats. **P.EX.T1.A**
    - B With guidance and support, write or create a product that expresses what you learn in your reading. **P.EX.T1.B**
  - 2 Learning Priority 2. Reflecting and questioning assumptions and possible misconceptions.
    - A With prompting and support, identify and reflect on prejudice, deception, and/or manipulation within information. **P.EX.T2.A**
  - 3 Learning Priority 3. Engaging in inquiry-based processes for personal growth.
    - A With prompting and support, participate in an inquiry process (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.). **P.EX.T3.A**
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**Standard C (Create:) Learners develop and satisfy personal curiosity by:**

- 1 Learning Priority 1. Problem solving through cycles of design, implementation, and reflection.
  - A With prompting and support, explore a deliberate design process (Ex.: Design Thinking, Engineering Design Process, “Imagine, Create, and Evaluate,” etc.). **P.EX.C1.A**
- 2 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. **P.EX.C2.A**

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

- 1 Learning Priority 1. Expressing curiosity about a topic of personal interest or curricular relevance.
  - A With guidance and support, identify topics that are interesting and ask related questions that display curiosity. **P.EX.S1.A**
- 2 Learning Priority 2. Co-constructing innovative means of investigation.
  - A With guidance and support, participate in a group to plan and complete an inquiry using a given method of investigation. **P.EX.S2.A**
- 3 Learning Priority 3. Collaboratively identifying innovative solutions to a challenge or problem.
  - A With guidance and support, brainstorm multiple solutions to a problem and predict the best solution within a group. **P.EX.S3.A**

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

- 1 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. **P.EX.G1.A**
  - 2 Learning Priority 2. Recognizing capabilities and skills that can be developed, improved, and expanded.
    - A With guidance and support, self-assess and identify skills for improvement. **P.EX.G2.A**
  - 3 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 or process. **P.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:**

- 1 Learning Priority 1. Responsibly applying information, technology, and media to learning.
  - A With guidance and support, acknowledge the work of others by citing sources. **P.EG.T1.A**
  - B With guidance and support, identify the appropriate use of technology and media (print, digital, websites, reference, nonfiction text) to extract information. **P.EG.T1.B**
- 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. **P.EG.T2.A**
- 3 Learning Priority 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
  - A With guidance and support, evaluate the usefulness of a resource based on individual or academic needs. **P.EG.T3.A**
  - B With guidance and support, use additional sources to verify facts. **P.EG.T3.B**

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

- 1 Learning Priority 1. Ethically using and reproducing others' work.
  - A With guidance and support identify intellectual property by paraphrasing information and giving credit for sources used. **P.EG.C1.A**
- 2 Learning Priority 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
  - A With guidance and support identify intellectual property by giving credit for sources used. **P.EG.C2.A**
- 3 Learning Priority 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
  - A With guidance and support, provide appropriate information so that others can credit original work. **P.EG.C3.A**

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

- 1 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. **P. EG. S1. A**
- 2 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) **P. EG. S2. A**

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

- 1 Learning Priority 1. Personalizing their use of information and information technologies.
  - A With guidance and support, choose an information source that matches interests and needs. **P. EG. G1. A**
- 2 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. **P. EG. G2. A**
- 3 Learning Priority 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
  - A With guidance and support, identify the ethical and legal use of information resources and set a good example for others. **P. EG. G3. A**