Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources.

Learners participate in personal, social, and intellectual networks by: Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Learners gather information appropriate to the task by: Seeking a variety of sources.

Learners gather information appropriate to the task by: Collecting information representing diverse perspectives.

Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information.

Learners gather information appropriate to the task by: Organizing information by priority, topic, or other systematic scheme.

Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Ethically using and reproducing others' work.

Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Acknowledging authorship and demonstrating respect for the intellectual property of others.

Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Including elements in personal-knowledge products that allow others to credit content appropriately.
Learners construct new knowledge by: Problem solving through cycles of design, implementation, and reflection.

Learners construct new knowledge by: Persisting through self-directed pursuits by tinkering and making.

Learners adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives.

Learners adjust their awareness of the global learning community by: Evaluating a variety of perspectives during learning activities.

Learners adjust their awareness of the global learning community by: Representing diverse perspectives during learning activities.

Learners engage with new knowledge by following a process that includes: Using evidence to investigate questions.

Learners engage with new knowledge by following a process that includes: Devising and implementing a plan to fill knowledge gaps.

Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.

Learners actively participate with others in learning situations by: Actively contributing to group discussions.
Learners
GROW: COLLABORATE

Learners actively participate with others in learning situations by:
Recognizing learning as a social responsibility.

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GROW: CURATE

Learners select and organize information for a variety of audiences by:
Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

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GROW: CURATE

Learners select and organize information for a variety of audiences by:
Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

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GROW: CURATE

Learners select and organize information for a variety of audiences by:
Openly communicating curation processes for others to use, interpret, and validate.

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GROW: ENGAGE

Learners engage with information to extend personal learning by:
Personalizing their use of information and information technologies.

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GROW: ENGAGE

Learners engage with information to extend personal learning by:
Reflecting on the process of ethical generation of knowledge.

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GROW: ENGAGE

Learners engage with information to extend personal learning by:
Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

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GROW: EXPLORE

Learners develop through experience and reflection by:
Iteratively responding to challenges.

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GROW: EXPLORE

Learners develop through experience and reflection by:
Recognizing capabilities and skills that can be developed, improved, and expanded.
Learners develop through experience and reflection by:
Open-mindedly accepting feedback for positive and constructive growth.

Learners demonstrate empathy and equity in knowledge building within the global learning community by:
Seeking interactions with a range of learners.

Learners demonstrate empathy and equity in knowledge building within the global learning community by:
Demonstrating interest in other perspectives during learning activities.

Learners demonstrate empathy and equity in knowledge building within the global learning community by:
Reflecting on their own place within the global learning community.

Learners participate in an ongoing inquiry-based process by:
Continually seeking knowledge.

Learners participate in an ongoing inquiry-based process by:
Engaging in sustained inquiry.

Learners participate in an ongoing inquiry-based process by:
Enacting new understanding through real-world connections.

Learners participate in an ongoing inquiry-based process by:
Using reflection to guide informed decisions.

Learners work productively with others to solve problems by:
Soliciting and responding to feedback from others.
Learners work productively with others to solve problems by:
Involving diverse perspectives in their own inquiry processes.

Learners exchange information resources within and beyond their learning community by:
Accessing and evaluating collaboratively constructed information sites.

Learners exchange information resources within and beyond their learning community by:
Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.

Learners exchange information resources within and beyond their learning community by:
Joining with others to compare and contrast information derived from collaboratively constructed information sites.

Learners responsibly, ethically, and legally share new information with a global community by:
Sharing information resources in accordance with modification, reuse, and remix policies.

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

Learners engage with the learning community by:
Expressing curiosity about a topic of personal interest or curricular relevance.

Learners engage with the learning community by:
Co-constructing innovative means of investigation.

Learners engage with the learning community by:
Collaboratively identifying innovative solutions to a challenge or problem.
Learners exhibit empathy with and tolerance for diverse ideas by:

- Engaging in informed conversation and active debate.
- Contributing to discussions in which multiple viewpoints on a topic are expressed.

Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- Providing constructive feedback.
- Acting on feedback to improve.
- Sharing products with an authentic audience.

Learners identify collaborative opportunities by:

- Demonstrating their desire to broaden and deepen understandings.
- Developing new understandings through engagement in a learning group.
- Deciding to solve problems informed by group interaction.
THINK: CURATE

Learners act on an information need by: Determining the need to gather information.

Learners act on an information need by: Identifying possible sources of information.

Learners act on an information need by: Making critical choices about information sources to use.

THINK: ENGAGE

Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning.

Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media.

Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

THINK: EXPLORE

Learners develop and satisfy personal curiosity by: Reading widely and deeply in multiple formats and write and create for a variety of purposes.

Learners develop and satisfy personal curiosity by: Reflecting and questioning assumptions and possible misconceptions.

Learners develop and satisfy personal curiosity by: Engaging in inquiry-based processes for personal growth.
THINK: INCLUDE

Learners contribute a balanced perspective when participating in a learning community by:
Articulating an awareness of the contributions of a range of learners.

Learners contribute a balanced perspective when participating in a learning community by:
Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

Learners contribute a balanced perspective when participating in a learning community by:
Describing their understanding of cultural relevancy and placement within the global learning community.

THINK: INQUIRE

Learners display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic.

Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning.