Kentucky Academic Standards for

Library Media

Kindergarten through Grade 12

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Introduction

Background

Today's society is witnessing an unprecedented explosion of information, digital resources, and use of media. In an environment where information is doubling at an incredible rate and digital, distance, and remote learning resources are becoming an amplified component of the classroom and the workplace, students face both difficult challenges and increased opportunities. Learning opportunities that foster curiosity, inclusivity, and collaboration prepare students to be digitally connected, engaged, and self-directed citizens capable of curating information and exploring new ideas.

The KETS Master Plan for Education Technology (2018-2024) identifies a focus on digital curriculum, instruction, and assessment, as well as the innovative use of space and time as areas of emphasis and priority for the Kentucky Department of Education (KDE) in collaboration with our local school districts and professional partners. The plan's vision for student learning is connected to library media learning and highlights equitable, personalized, applied, and engaged digital, distance, and remote learning for all students. Digital tools can enhance student learning as they connect efforts to identify what students should know and be able to do as well as help students and educators assess progress toward achieving academic goals. Strong library media skills can also help students perform, apply, and demonstrate what they have learned. To meet the needs of today's students and to ensure they are college and career ready, schools are encouraged to be innovative in providing student learning experiences, adopting technologies and instruction in ways that meaningfully engage the digital generation. Therefore, the Kentucky Department of Education (KDE) engaged with state and local partners to develop the *Kentucky Academic Standards for Library Media* which focus on providing students with opportunities to develop fundamental skills essential to all college and career paths; thereby stimulating Kentucky's economy and workforce.

Kentucky's Vision for Students

The Kentucky Board of Education's (KBE) vision is that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social, and political choices;
- Core values and qualities of good character to make moral and ethical decisions throughout life;
- Understanding of governmental processes as they affect the community, the state, and the nation;

- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
    - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
    - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
    - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility and self-discipline;
    - Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
    - Think and solve problems in school situations and in a variety of situations they will encounter in life;
    - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
    - Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
- Increase students' graduation rates and reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

Kentucky law establishes minimum requirements for all students to earn a diploma. However, elective courses are offered based on decisions of local districts and schools. Schools have also offered specialized information and media-related courses in the past through Career and Technical Education (CTE) Pathways.

To ensure legal requirements of library media programs are met, the Kentucky Department of Education (KDE) encourages schools to use Kentucky's Model Curriculum Framework to

inform development of curricula related to these programs and courses. The Model Curriculum Framework encourages putting the student at the center of planning to ensure that:

> *...the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self- sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.*
>
> *(Model Curriculum Framework,* page 19*)*

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education
With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

704 KAR 8:090 Kentucky Academic Standards for Library Media
Senate Bill 1 (2017) calls for the KDE to implement a process for establishing new, as well as reviewing all approved academic standards and aligned assessments beginning in the 2017-18 school year. The current schedule calls for content areas to be reviewed each year and every six years thereafter on a rotating basis. The KDE collects public comment and input on all of the draft standards for 30 days prior to finalization.

Senate Bill 1 (2017) called for content standards that:

- Focus on critical knowledge, skills and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
- Are based on evidence-based research;
- Consider international benchmarks; and
- Ensure the standards are aligned from elementary to high school to postsecondary education so students can be successful at each education level.

704 KAR 8:100 adopts into law the *Kentucky Academic Standards for Library Media*. Standards Creation Process

Per Senate Bill 1 (2017), the *Kentucky Academic Standards for Library Media* was conceived and written by teams of Kentucky educators. The Library Media Advisory Panel (AP) was composed of 24 teachers and three public post-secondary professors from institutions of higher education. The function of the AP was to review and revise the standards and make recommendations for changes to a Review and Development Committee (RDC). The Library Media RDC was composed of six teachers and representation of public post-secondary professors from institutions of higher education. The function of the RDC was to review the work and findings from the AP and make recommendations to revise or replace existing standards. The team was selected based on their expertise in the area of library sciences, library media development, and technology, including those with a specialty in the disciplines of special education for exceptional learners. When choosing writers, the selection committee considered state-wide representation for public elementary, middle and high school teachers as well as higher education instructors and community members.

KRS 158.102 requires boards of education for each local school district to establish and maintain library media centers in every school to promote information literacy, technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning. **KRS 158.791** details the provision of high-quality library media programs to support reading proficiency. This administrative regulation incorporates by reference the Kentucky Academic Standards for Library Media, which contain the general courses of study and academic content standards of Library Media for use in Kentucky's common schools.

Writers' Vision Statement

The library media standards writing team was focused on creating relevant, timely, and authentic standards that are clearly scaffolded and measurable.

The writing team envisioned standards that would afford students the opportunity to:

- Choose appropriate information tools and use them ethically
- Practice digital citizenship
- Develop an appreciation for knowledge and learning
- Read for pleasure, learning, and personal and emotional growth
- Discover and explore inquiry-driven critical thinking research
- Evaluate information for credibility and usefulness
- Ask questions to guide decision-making
- Cultivate digital fluency skills necessary for lifelong learning
- Make cross-curricular connections

The standards framework, based upon the American Association of School Librarians Standards Framework for Learners, consists of six concepts (or shared foundations): Inquire, Include, Collaborate, Curate, Explore, and Engage. There are also four standards categories (domains): Think, Create, Share, and Grow.

Each learning priority within the standards outlines what a student should know and be able to do independently by the end of each grade band (K-2, 3-5, 6-8 and 9-12), which provides a K-12 continuum and sequential framework for instruction.

This new administrative regulation establishes the content standards and incorporates by reference the Kentucky Academic Standards for Library Media (see attachment).

Design Considerations

The writers designed a single set of standards to frame learning experiences in such a way so as to allow local schools and districts the flexibility to choose the curricular design that best meets the needs of students.

The writers chose to organize the standards into six broad concept areas that students should apply and embody. Through demonstrations of learning students should: inquire, include, collaborate, curate, explore, and engage. Standards in each area were written as performance expectations to depict what students must do to demonstrate competency in Library Media Learning.

What is Library Media Learning?

Kentucky's Academic Standards for Library Media identifies and defines the knowledge and skills essential for all Kentucky students to access, evaluate, and use information, media, and technology to engage in and take ownership of their learning. These standards connect and interrelate current perspectives and fluencies in information, media, and technology into a unified conceptual framework. The standards also demonstrate processes for rethinking education, rethinking learning (when, how, space, and pace) adapting to a constantly changing digital landscape, and preparing students to transition into an increasingly global economy.

As educators, we are preparing students for a future that we cannot yet imagine. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. Empowering students is not about using digital tools to support outdated education strategies and models: it is about tapping into the potential to amplify human capacity for collaboration, creativity, and communication. The Kentucky Academic Standards for Library Media are about leveling the playing field and providing Kentucky students with equitable access to powerful learning experiences.

Like other sets of learning, professional, and program standards, the Kentucky Academic Standards for Library Media are not a curriculum; rather, they provide learners and school

librarians with guidance and structure for developing a curriculum tailored to local priorities and needs.

The contents of the standards are designed to be used in two ways:

1. As Personalized Guides - Learners and school librarians can enter the standards at the point most appropriate to the learning task or professional activity and use the standards to guide decisions about actions to develop specific competencies.

2. As Progressions - Learners and school librarians first engage with the Domains at the level of Think, and once mastery of the Competencies related to Think are achieved, progress through Create, Share, and Grow.

Teaching and learning are at the center of school librarians' practice. As learning leaders, school librarians enact, model, and communicate the Competencies in the Domains. This domain-based approach to organizing the standards ensures that school librarians are able to personalize their professional practice and growth, continuously tailoring their school library to local needs, their own strengths, and learners' benefits.

Six common beliefs, developed by the American Association of School Librarians, and shared by Kentucky library leaders and the standards development team, include:

1. The school **library** is a unique and essential part of a **learning community**.

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified **school librarians** lead effective school libraries.

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately-staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

3. Learners should be **prepared** for college, career, and life.

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. **Reading** is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. **Intellectual freedom** is every learner's right.

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

6. Information **technologies** must be appropriately **integrated** and **equitably available**.

Although technology is woven into almost every aspect of learning and life (both in-person and digital), not every learner and educator has equitable access to up-to-date, appropriate technology, digital tools, digital resources and digital connectivity. An effective school library bridges digital and socioeconomic divides to affect technology access and skill.

Consulted Partners

Throughout the *Kentucky Academic Standards for Library Media* development process, many partners were consulted. The following list represents partners who assisted in the drafting of these standards and provided valuable research and resources:

- The American Association of School Librarians. Retrieved from https://standards.aasl.org. These standards are based largely on the AASL Standards Framework for Learners. The standards-writing committee expanded on the AASL framework by adding indicators in four separate grade bands.
- States Consulted and referenced: Wyoming, Maryland, Ohio, Florida, Texas
- Other Groups Consulted:
    - Kentucky's library media specialists

- Kentucky Association of School Librarians
- K-12 Kentucky Education Technology Leaders (and Digital Learning Coaches)
- Local Superintendents Advisory Council (LSAC)

Standards Use and Development

The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The Kentucky Academic Standards for Library Media outlines the minimum standards Kentucky students should learn in the following grade bands: primary (k-2); intermediate (3-5); middle (6-8) and high (9-12), when taught library media concepts. The standards address a foundational framework of what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

Translating the Standards into Curriculum

The KDE does not require specific curriculum or strategies to be used to teach the Kentucky Academic Standards (KAS). Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum according to KRS 158.6453, which outlines the SBDM's role in determining curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant, and personalized learning experience, including a wide variety of learning opportunities in the classroom and during digital, distance, and remote learning. The Kentucky Model Curriculum Framework is a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum

planning, offering background information and exercises to generate “future-oriented” thinking while suggesting a process for designing and reviewing local curriculum.

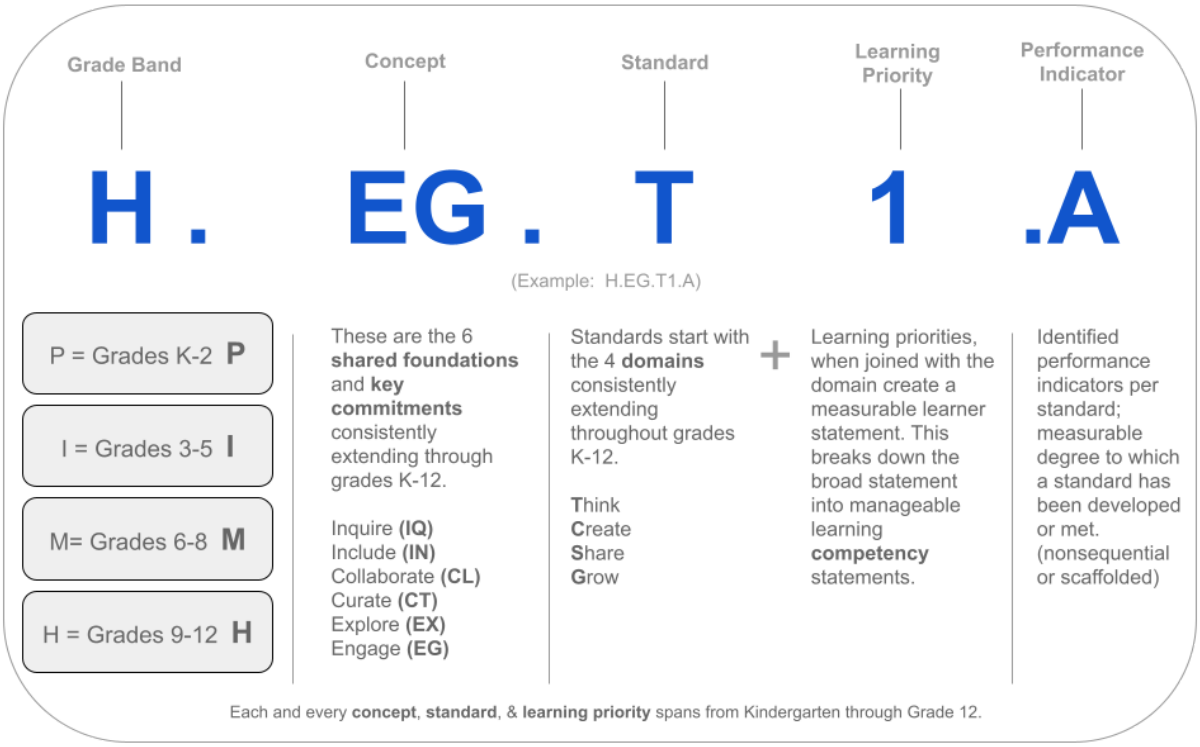
Organization of the Standards

Standards Structure and Identifiers

The Kentucky Academic Standards for Library Media follow a specific structure.

- **Standard Identifier:** reflects consistent coding for the identification of a standard representing the grade (or grade band), the concept area, and the numerated standard number per concept.
- **Grade Band:** identifies the grade band associated with the standard.
- **Concept:** categorizes the standards into six main concepts (Inquire, Include, Collaborate, Curate, Explore, Engage).
- **Standard**: outlines what students are expected to know or be able to do.
- **Learning Priority**: translates the standard into manageable learning pieces and represents the specific ideas within that concept. Subconcept overviews summarize how learning progresses across multiple grade bands and can be used to develop a vertical progression chart.
- Grade-by-Grade **Performance Indicators:** provide a comprehensive picture of performance expectations for each standard in the K-5 grade band and include thorough descriptions of exemplary practices and processes.

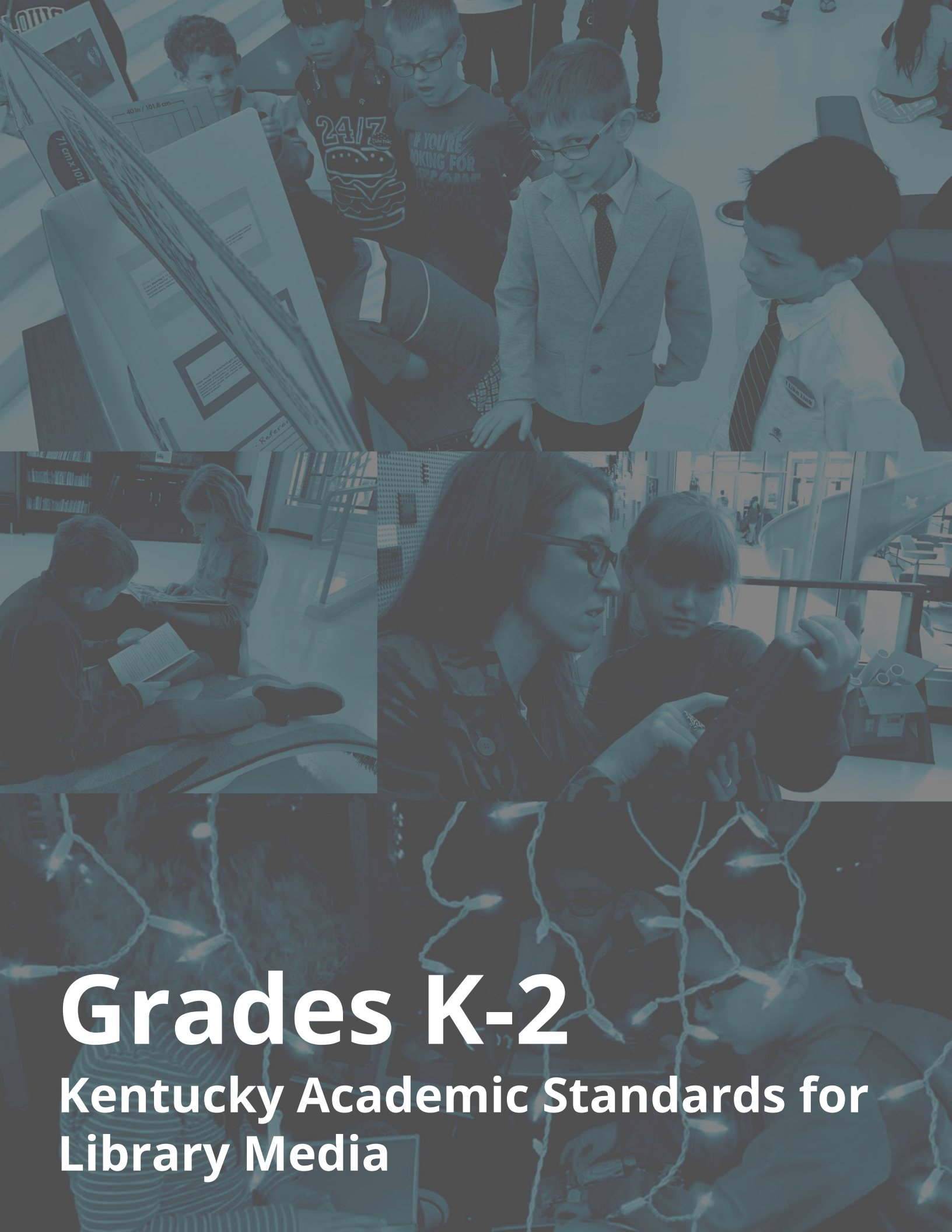
Standard Identifier (example)



Grade Bands and Grade Level Considerations

The Kentucky Academic Standards for Library Media are organized in specific grade bands (K-2, 3-5, 6-8 and 9-12). This organization enables teachers to create grade level or course-specific student expectations derived from the standards. Additionally, connections exist between standards in different grade bands and demonstrate how one concept builds on another to provide vertically aligned learning experiences for students.

- *The Kentucky Academic Standards for Library Media* represent knowledge and skills that should be demonstrated through the transition of each grade band (i.e. grade 2, grade 5, grade 8, and grade 12). While middle school and high school students generally have the opportunity to demonstrate the learning of library and information concepts through dedicated research-empowered projects, students in elementary school may be more likely to learn library and information skills integrated throughout the curriculum in all content areas. Therefore, **grade-by-grade indicators are included, per standard, for kindergarten through grade12**.



Grades K-2

Kentucky Academic Standards for Library Media

Primary (K-2) KAS for Library Media

Overview for Primary K-2 :

The library media standards at the primary level provide an entry-point into necessary knowledge, skills, and competencies that equip students for a successful future and love of reading. The standards also support these American Association of School Librarians Common Belief statements: “Learners should be prepared for college, career, and life, reading is the core of personal and academic competency, intellectual freedom is every learner’s right, and information technologies must be appropriately integrated and equitably available.”

Application of the library media standards at the primary level should focus on active learning and integrating the identified skills into other disciplines. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

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.

P.IQ.T1.A: With prompting and support, ask questions when reading and gathering information.

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

P.IQ.T2.A: With prompting and support, share prior knowledge to connect new information to previous learning.

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

Learning Priority 1. Using evidence to investigate questions.

P.IQ.C1.A: With prompting and support, utilize resources to investigate questions and draw conclusions.

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

P.IQ.C2.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).

Learning Priority 3. Generating products that illustrate learning.

P.IQ.C3.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.

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

Learning Priority 1. Interacting with content presented by others.

P.IQ.S1.A: With support, respectfully listen, view, and respond to the content presented by others.

Learning Priority 2. Providing constructive feedback.

P.IQ.S2.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.

Learning Priority 3. Acting on feedback to improve.

P.IQ.S3.A: With guidance and support, reflect on feedback, and improve the product.

Learning Priority 4. Sharing products with an authentic audience.

P.IQ.S4.A: With guidance and support, present published or completed learning products to an authentic audience beyond the classroom.

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

Learning Priority 1. Continually seeking knowledge.

P.IQ.G1.A: With guidance and support, demonstrate one's ability to be a lifelong learner by reading for personal and academic interests.

Learning Priority 2. Engaging in sustained inquiry.

P.IQ.G2.A: With guidance and support, demonstrate resilience when executing inquiry for continual research and personal growth.

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

P.IQ.G3.A: With guidance and support, apply academic learning to the real-world by making connections with personal interests.

Learning Priority 4. Using reflection to guide informed decisions.

P.IQ.G4.A: With guidance and support, identify strategies to make decisions.

Kentucky Academic Standards (KAS)
for Library Media
Primary (K-2)

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.

P.IN.T1.A: With guidance and support, listen respectfully, participate in discussion, and recognize the contribution of others.

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

P.IN.T2.A: With prompting and support, distinguish fact from opinion within an information source.

P.IN.T2.B: With guidance and support, demonstrate an understanding that all writing has a point of view.

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

P.IN.T3.A: With guidance and discussion, connect cultural content with one's own culture and experience.

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.

P.IN.C1.A: With guidance and support, participate in local and global groups that include a range of cultures, abilities, and other diversities.

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

P.IN.C2.A: With guidance and support, understand that considering others' ideas can lead to new or deeper knowledge.

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

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

P.IN.S1.A: With guidance and support, participate in guided discussion using evidence to support claims and respect others' opinions through active listening and questioning.

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

P.IN.S2.A: With guidance and support, offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others.

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.

P.IN.G1.A: With guidance and support, interact with a variety of peers, experts, community members, and others.

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

P.IN.G2.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.

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

P.IN.G3.A: With guidance and support, self-reflect on how one fits into the local, state, national, and international community.

Kentucky Academic Standards (KAS)
for Library Media
Primary (K-2)

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.

P.CL.T1.A: With assistance, collaboratively ask questions of others to recognize different points of view.

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

P.CL.T2.A: With prompting, guidance, and support, use others' ideas to create new understandings.

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

P.CL.T3.A: With prompting, guidance, and support, interact with others to make decisions and/or solve problems.

Standard C (Create:) Learners participate in personal, social, and intellectual networks by:

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

P.CL.C1.A: With prompting, guidance, and support, use a variety of appropriate resources to communicate in personal networks.

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

P.CL.C2.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.

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

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

P.CL.S1.A: With guidance, solicit and listen respectfully to the ideas and opinions of others without interrupting.

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

P.CL.S2.A: With prompting and support recognize other perspectives in the inquiry process when solving problems.

Standard G (Grow:) Learners actively participate with others in learning situations by:

Learning Priority 1. Actively contribute to group discussions.

P.CL.G1.A: With guidance and support, actively contribute to group discussions by adding information to help others better understand the concept.

Learning Priority 2. Recognizing learning as a social responsibility.

P.CL.G2.A: With guidance and support, recognize your ability to contribute to learning in a group.

Kentucky Academic Standards (KAS)
for Library Media
Primary (K-2)

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.

P.CU.T1.A: With guidance and support, recognize the need for information by defining the topic.

Learning Priority 2. Identifying possible sources of information.

P.CT.T2.A: With guidance and support, recognize that information can come from human, print, and electronic resources.

Learning Priority 3. Make critical choices about information.

P.CT.T3.A: With guidance and support, recognize appropriate resources for an information need.

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

Learning Priority 1. Seeking a variety of sources.

P.CT.C1.A: With guidance and support, locate information from more than one format, on a specific topic.

Learning Priority 2. Collecting information representing diverse perspectives.

P.CT.C2.A: With guidance and support, locate information, from more than one perspective, on a specific topic.

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

P.CT.C3.A: With guidance and support, question the accuracy of each source.

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

P.CT.C4.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.

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

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

P.CT.S1.A: With guidance and support, utilize a collaboratively constructed information site (ex: social bookmarking websites, blogs, wikis, etc) and explain why it is useful.

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

P.CT.S2.A: With guidance and support, identify the importance of giving credit when sharing the ideas of others collaboratively online.

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

P.CT.S3.A: With guidance and support, note similarities and differences in information from a collaboratively constructed information site.

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.

P.CT.G1.A: With guidance and support, use a rubric to evaluate selected resources.

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

P.CT.G2.A: With guidance and support, complete a graphic organizer to organize information learned from resources.

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

P.CT.G3.A: With guidance and support, outline the process taken to gather information resources.

Kentucky Academic Standards (KAS)
for Library Media
Primary (K-2)

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.

P.EX.T1.A: With guidance and support, discover reading interests that satisfy personal curiosity by reading multiple genres and formats.

P.EX.T1.B: With guidance and support, write or create a product that expresses what you learn in your reading.

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

P.EX.T2.A: With prompting and support, identify and reflect on prejudice, deception, and/or manipulation within information.

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

P.EX.T3.A: With prompting and support, participate in an inquiry process (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.).

Standard C (**Create**:) Learners develop and satisfy personal curiosity by:

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

P.EX.C1.A: With prompting and support, explore a deliberate design process (Ex.: Design Thinking, Engineering Design Process, “Imagine, Create, and Evaluate,” etc.).

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

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

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

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

P.EX.S1.A: With guidance and support, identify topics that are interesting and ask related questions that display curiosity.

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

P.EX.S2.A: With guidance and support, participate in a group to plan and complete an inquiry using a given method of investigation.

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

P.EX.S3.A: With guidance and support, brainstorm multiple solutions to a problem and predict the best solution within a group.

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

Learning Priority 1. Iteratively responding to challenges.

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

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

P.EX.G2.A: With guidance and support, self-assess and identify skills for improvement.

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

P.EX.G3.A: With guidance and support, acknowledge that feedback is part of improving a product or process.

Kentucky Academic Standards (KAS)
for Library Media
Primary (K-2)

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.

P.EG.T1.A: With guidance and support, acknowledge the work of others by citing sources.

P.EG.T1.B: With guidance and support, identify the appropriate use of technology and media (print, digital, websites, reference, nonfiction text) to extract information.

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

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

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

P.EG.T3.A: With guidance and support, evaluate the usefulness of a resource based on individual or academic needs.

P.EG.T3.B: With guidance and support, use additional sources to verify facts.

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.

P.EG.C1.A: With guidance and support identify intellectual property by paraphrasing information and giving credit for sources used.

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

P.EG.C2.A: With guidance and support identify intellectual property by giving credit for sources used.

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

P.EG.C3.A: With guidance and support, provide appropriate information so that others can credit original work.

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.

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

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

P.EG.S2.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)

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

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

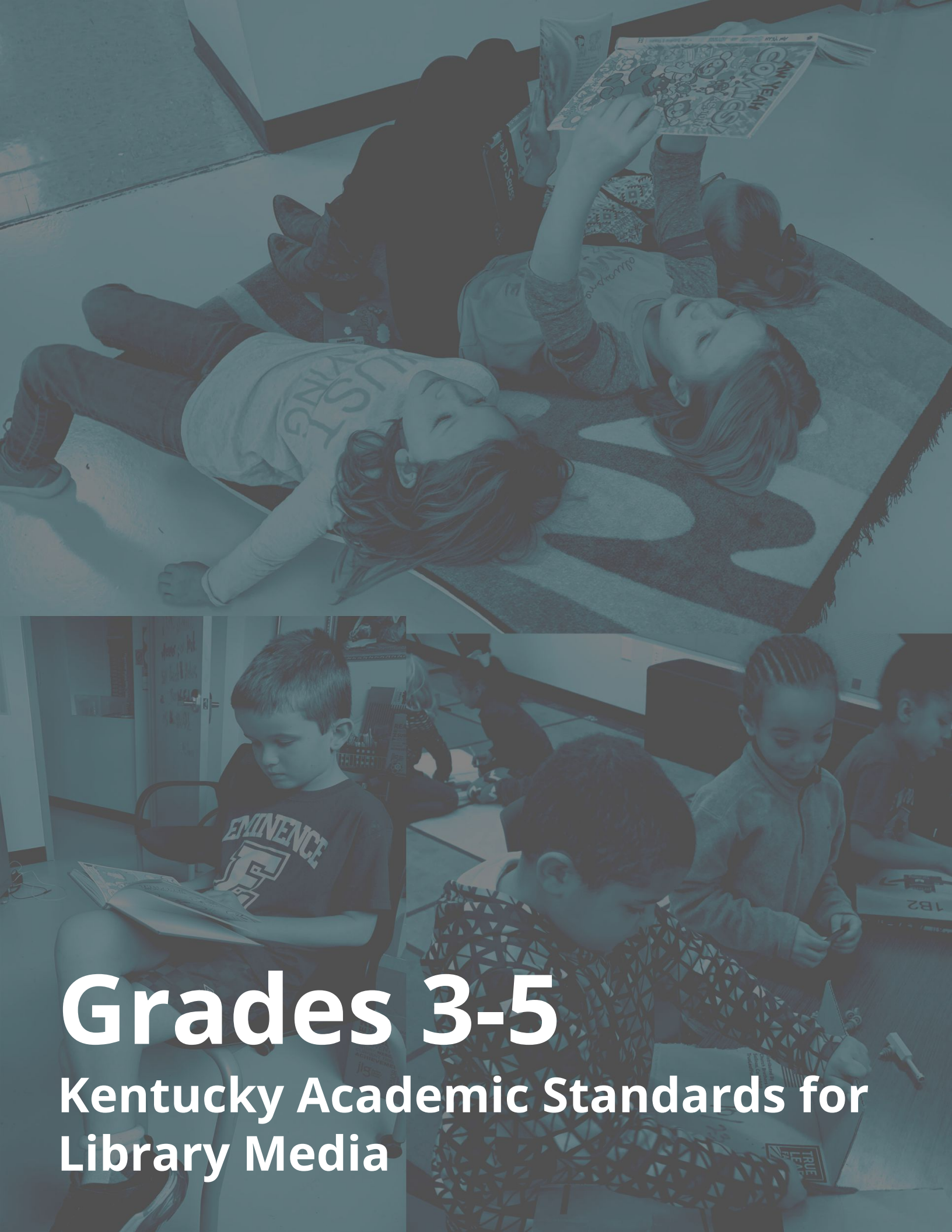
P.EG.G1.A: With guidance and support, choose an information source that matches interests and needs.

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

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

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

P.EG.G3.A: With guidance and support, identify the ethical and legal use of information resources and set a good example for others.



Grades 3-5

Kentucky Academic Standards for Library Media

Primary (3-5) KAS for Library Media

Overview for Intermediate 3-5 :

The library media standards at the intermediate level continue to lay the foundation of necessary knowledge, skills, and competencies that equip students for a successful future. The standards also support these American Association of School Librarians Common Belief statements: “Learners should be prepared for college, career, and life, reading is the core of personal and academic competency, intellectual freedom is every learner’s right, and information technologies must be appropriately integrated and equitably available.”

Application of the library media standards at the intermediate level should focus on active learning and integrating the identified skills into other disciplines. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

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.

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

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

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

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

Learning Priority 1. Using evidence to investigate questions.

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

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

I.IQ.C2.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).

Learning Priority 3. Generating products that illustrate learning.

I.IQ.C3.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.

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

Learning Priority 1. Interacting with content presented by others.

I.IQ.S1.A: With support, critically listen, view, and respond to the content presented by others.

Learning Priority 2. Providing constructive feedback.

I.IQ.S2.A: With support, encourage others by promoting the strengths of a product and identify examples for improvement by using appropriate tone and language.

Learning Priority 3. Acting on feedback to improve.

I.IQ.S3.A: With support, reflect on feedback and improve the product.

Learning Priority 4. Sharing products with an authentic audience.

I.IQ.S4.A: With support, present published or completed learning products to an authentic audience beyond the classroom.

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

Learning Priority 1. Continually seeking knowledge.

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

Learning Priority 2. Engaging in sustained inquiry.

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

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

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

Learning Priority 4. Using reflection to guide informed decisions.

I.IQ.G4.A: With guidance and support, evaluate the strengths and weaknesses of an inquiry and identify areas of improvement to make decisions.

Kentucky Academic Standards (KAS)
for Library Media
Intermediate (3-5)

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.

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

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

I.IN.T2.A: Distinguish fact from opinion within an information source.

I.IN.T2.B: With support, identify points of view within a variety of writing and learning products.

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

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

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.

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

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

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

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

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

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

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

I.IN.S2.A: With support, offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others.

I.IN.S2.B: With support, consider multiple perspectives in discussion.

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.

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

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

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

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

I.IN.G3.A: With support, self-reflect on how one fits into the local, state, national and international community.

Kentucky Academic Standards (KAS)
for Library Media
Intermediate (3-5)

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.

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

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

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

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

I.CL.T3.A: With guidance and support, work with others to make decisions and solve problems.

Standard C (Create:) Learners participate in personal, social, and intellectual networks by:

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

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

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

I.CL.C2.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.

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

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

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

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

I.CL.S2.A: Recognize other perspectives in the inquiry process when solving problems.

Standard G (Grow:) Learners actively participate with others in learning situations by:

Learning Priority 1. Actively contribute to group discussions.

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

Learning Priority 2. Recognizing learning as a social responsibility.

I.CL.G2.A: Recognize your ability to contribute positively to learning in a group.

Kentucky Academic Standards (KAS)
for Library Media
Intermediate (3-5)

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.

I.CU.T1.A: With support, recognize the need for information by defining the topic and information needed to support the inquiry.

Learning Priority 2. Identifying possible sources of information.

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

Learning Priority 3. Make critical choices about information.

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

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

Learning Priority 1. Seeking a variety of sources.

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

Learning Priority 2. Collecting information representing diverse perspectives.

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

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

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

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

I.CT.C4.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.

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

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

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

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

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

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

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

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.

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

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

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

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

I.CT.G3.A: With guidance and support, explain the process and criteria for locating, evaluating, organizing, and implementing resources.

Kentucky Academic Standards (KAS)
for Library Media
Intermediate (3-5)

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.

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

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

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

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

I.EX.T3.A: With guidance and support, participate in a personal inquiry process (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.).

Standard C (**Create**:) Learners develop and satisfy personal curiosity by:

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

I.EX.C1.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.).

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

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

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

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

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

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

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

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

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

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

Learning Priority 1. Iteratively responding to challenges.

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

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

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

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

I.EX.G3.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.

Kentucky Academic Standards (KAS)
for Library Media
Intermediate (3-5)

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.

I.EG.T1.A: With guidance and support, acknowledge the work of others by citing sources.

I.EG.T1.B: With support, identify, select, and use the appropriate technology and media (print, digital, websites, reference, nonfiction text).

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

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

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

I.EG.T3.A: With support, evaluate the usefulness of a resource based on individual or academic need.

I.EG.T3.B: With support, use additional sources to verify the accuracy of facts.

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.

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

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

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

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

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

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.

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

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

I.EG.S2.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).

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

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

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

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

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

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

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

Grades 6-8

Kentucky Academic Standards for Library Media

Middle (6-8) KAS for Library Media

Overview for Intermediate 6-8 :

The library media standards at the middle school level continue to refine the knowledge, skills, and competencies that equip students for a successful future and love of reading. The standards also support these American Association of School Librarians Common Belief statements: “Learners should be prepared for college, career, and life, reading is the core of personal and academic competency, intellectual freedom is every learner’s right, and information technologies must be appropriately integrated and equitably available.”

Application of the library media standards at the middle school level should focus on active learning and integrating the identified skills into other disciplines. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

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.

M.IQ.T1.A: With support, formulate questions when reading, constructing hypotheses, researching, and developing a thesis.

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

M.IQ.T2.A: With support, connect prior knowledge with new content to retain information and construct new meaning.

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

Learning Priority 1. Using evidence to investigate questions.

M.IQ.C1.A: With support, utilize credible resources to investigate questions and justify conclusions.

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

M.IQ.C2.A: With support, create and implement a plan with measurable checkpoints and credible resources to fill in knowledge gaps (Ex.:Super 3, Big 6, Guided Inquiry Design).

Learning Priority 3. Generating products that illustrate learning.

M.IQ.C3.A: With 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.

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

Learning Priority 1. Interacting with content presented by others.

M.IQ.S1.A: Critically listen, view, and respond to the content presented by others when appropriate.

Learning Priority 2. Providing constructive feedback.

M.IQ.S2.A: Independently encourage others by promoting the strengths of a product and discuss examples for improvement by using appropriate tone and language.

Learning Priority 3. Acting on feedback to improve.

M.IQ.S3.A: Independently reflect on personal growth, critical feedback, and constructive praise and improve the product.

Learning Priority 4. Sharing products with an authentic audience.

M.IQ.S4.A: With support, present published or completed learning products to an authentic audience beyond the classroom.

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

Learning Priority 1. Continually seeking knowledge.

M.IQ.G1.A: Independently demonstrate one's ability to be a lifelong learner by studying and reading for personal and academic interests.

Learning Priority 2. Engaging in sustained inquiry.

M.IQ.G2.A: With support, demonstrate resilience when executing inquiry for continual research and personal growth.

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

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

Learning Priority 4. Using reflection to guide informed decisions.

M.IQ.G4.A: With support, evaluate the strengths and weaknesses of an inquiry and identify areas of improvement to make decisions.

Kentucky Academic Standards (KAS)
for Library Media
Middle (6-8)

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.

M.IN.T1.A: Independently listen respectfully, participate in discussion, seek and acknowledge the contribution of others.

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

M.IN.T2.A: Distinguish fact from opinion within an information source and draw conclusions.

M.IN.T2.B: With support, identify and evaluate points of view within a variety of writing and learning products.

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

M.IN.T3.A: Connect meaningful cultural content with one's own culture and experience.

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.

M.IN.C1.A: With support, interact with local and global learners within the inquiry process and learning products.

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

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

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

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

M.IN.S1.A: With support, participate in discussion using evidence to support claims with credible sources then engage and respond to others' using a variety of strategies. (ex: asking clarifying questions, seeking input, sharing the floor, etc.)

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

M.IN.S2.A: Independently offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others.

M.IN.S2.B: With support, ensure underrepresented points of view are shared by highlighting multiple perspectives.

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.

M.IN.G1.A: With support, interact with peers, experts, community members, and others to collaboratively share information.

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

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

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

M.IN.G3.A: With support, self-reflect on how one contributes to the local, state, national, and international community.

Kentucky Academic Standards (KAS)
for Library Media
Middle (6-8)

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.

M.CL.T1.A: Ask questions of others in a group to recognize differing points of view.

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

M.CL.T2.A: Engage in an activity (conversation, debate, reading, building, etc) with others to gain new understanding.

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

M.CL.T3.A: Work in self-managed teams to make decisions and solve problems.

Standard C (Create:) Learners participate in personal, social, and intellectual networks by:

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

M.CL.C1.A: With guidance and support, use a variety of appropriate resources to communicate in personal, social, and intellectual networks.

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

M.CL.C2.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.

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

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

M.CL.S1.A: Independently solicit, listen, and respond respectfully to the ideas and opinions of others without interrupting.

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

M.CL.S2.A: Seek other perspectives in their own inquiry process when solving problems.

Standard G (Grow:) Learners actively participate with others in learning situations by:

Learning Priority 1. Actively contribute to group discussions.

M.CL.G1.A: Actively contribute to group discussions by adding new questions and extending the conversation to help others better understand the concept.

Learning Priority 2. Recognizing learning as a social responsibility.

M.CL.G2.A: Account for your positive contribution to learning in a group.

Kentucky Academic Standards (KAS)
for Library Media
Middle (6-8)

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.

M.CU.T1.A: With support, define the need for information by determining the topic and what information is needed to support the inquiry.

Learning Priority 2. Identifying possible sources of information.

M.CT.T2.A: With support identify and locate information from human, print and electronic resources.

Learning Priority 3. Make critical choices about information.

M.CT.T3.A: With support, analyze and select resources for an information need by choosing to accept, replace, or reject information.

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

Learning Priority 1. Seeking a variety of sources.

M.CT.C1.A: With support, locate information, from multiple formats, on a specific topic.

Learning Priority 2. Collecting information representing diverse perspectives.

M.CT.C2.A: With support, locate information, from different perspectives, on a specific topic.

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

M.CT.C3.A: Independently decide the validity of each source using established criteria.

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

M.CT.C4.A: With support, categorize information into appropriate organizational patterns (chronological order, compare/contrast, problem/solution, cause/effect, etc.) and/or technology tools to organize information and draw conclusions.

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

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

M.CT.S1.A: With support, locate and utilize collaboratively constructed information sites (ex: social bookmarking websites, blogs, wikis, etc) and evaluate the authority and accuracy of the information.

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

M.CT.S2.A: With support, follow copyright guidelines when contributing to projects and presentations collaboratively online.

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

M.CT.S3.A: With support, analyze similarities and differences in information with an awareness of authority, accuracy, and relevancy from collaboratively constructed information sites.

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.

M.CT.G1.A: Independently use a rubric to continually evaluate selected resources.

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

M.CT.G2.A: Independently choose a graphic organizer and create a visual to organize information learned from resources.

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

M.CT.G3.A: With support, describe and justify the process and criteria for locating, evaluating, organizing, and implementing resources

Kentucky Academic Standards (KAS)
for Library Media
Middle (6-8)

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.

M.EX.T1.A: Independently explore resources that satisfy curiosity by reading deeply in multiple genres and formats for recreation and information.

M.EX.T1.B: Independently write or create products that reflect what you learn in your reading for a variety of purposes.

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

M.EX.T2.A: With support, reflect and analyze information for prejudice, deception, and/or manipulation.

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

M.EX.T3.A: With support, devise and participate in an inquiry process for personal growth (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.).

Standard C (**Create**:) Learners develop and satisfy personal curiosity by:

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

M.EX.C1.A: With support, utilize a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems (Ex.: Design Thinking, Engineering Design Process, “Imagine, Create, and Evaluate,” etc.).

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

M.EX.C2.A: With support, explore a variety of tools and materials to create new things and show resiliency through refinement.

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

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

M.EX.S1.A: Independently identify topics that are interesting and ask related questions that display curiosity.

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

M.EX.S2.A: With support, assume different roles within a group to plan and complete an inquiry using diverse methods of investigation.

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

M.EX.S3.A: With support, brainstorm, hypothesize, and test multiple, unique solutions to a problem within a group.

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

Learning Priority 1. Iteratively responding to challenges.

M.EX.G1.A: With support, implement strategies for solving challenges and make modifications when confronted with an obstacle.

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

M.EX.G2.A: With support, self-assess and identify skills for improvement.

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

M.EX.G3.A: With support, acknowledge that feedback is about a product and/or process and evaluate what feedback will be accepted or rejected.

Kentucky Academic Standards (KAS)
for Library Media
Middle (6-8)

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.

M.EG.T1.A: With support, provide reference citations for all direct quotations and cite sources.

M.EG.T1.B: With support, identify, select, and use the appropriate technology and media (print, digital, websites, reference, nonfiction text).

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

M.EG.T2.A: With support, demonstrate understanding of rules for using information such as copyright, fair use, and trademark.

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

M.EG.T3.A: Evaluate the usefulness of a resource based on individual or academic needs.

M.EG.T3.B: With support, use additional sources to verify the accuracy of facts, including social and cultural contexts.

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.

MI.EG.C1.A: With support, acknowledge intellectual property by correctly citing or seeking permission to use, reproduce, and/or share.

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

M.EG.C2.A: With support, correctly cite or seek permission to use, reproduce, and/or share.

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

M.EG.C3.A: With support provide appropriate information following a bibliographic format on a product allowing others to credit original work.

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.

M.EG.S1.A: With support, acknowledge the sources of information used when modifying, reworking, and remixing multiple sources into an original product by following correct citation formats.

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

M.EG.S2.A: With guidance, produce and effectively share new learning with the global community based on the audience.

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

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

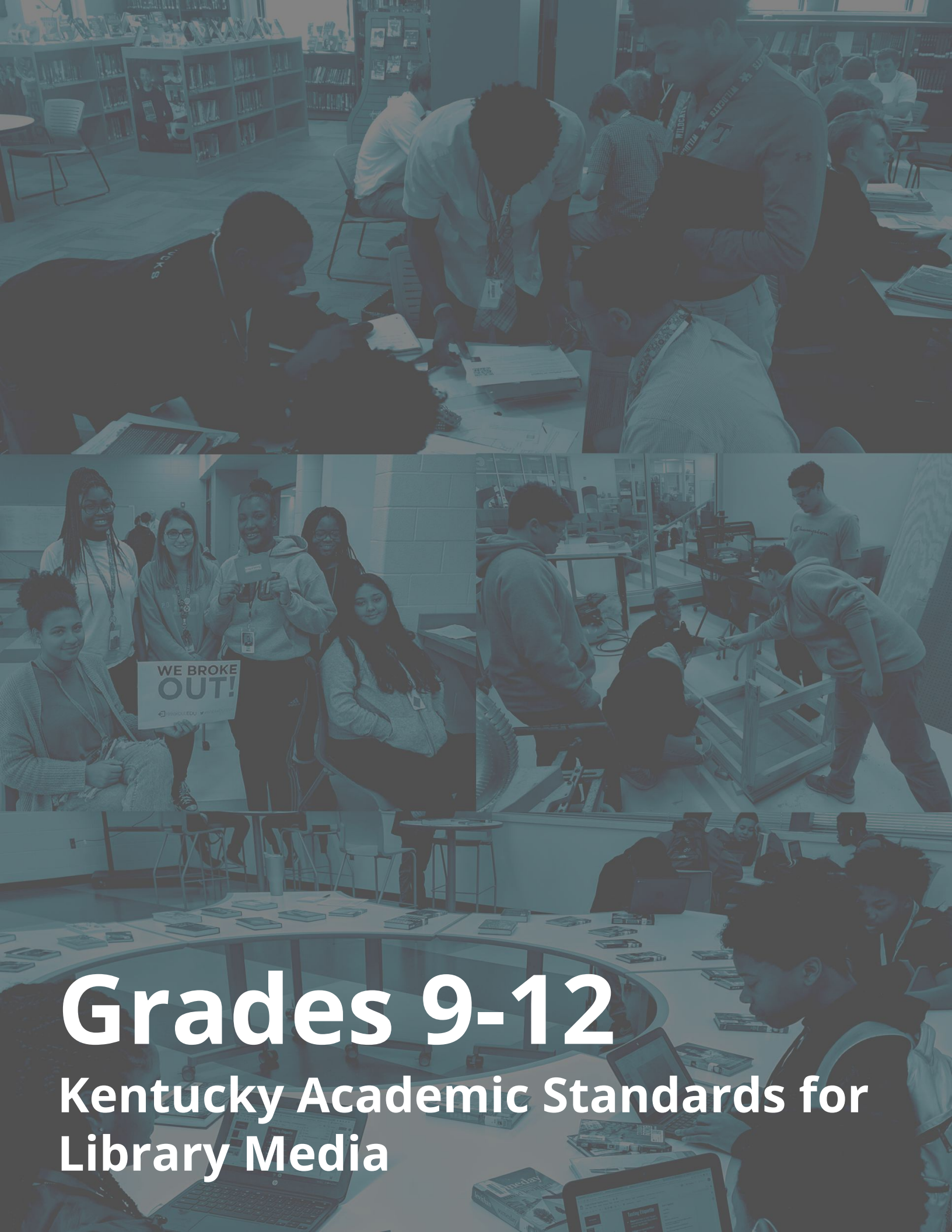
M.EG.G1.A: With guidance, select and justify how information sources match interests and needs.

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

M.EG.G2.A: With guidance, identify and apply self-reflection techniques to the process of finding, synthesizing and incorporating information into a product.

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

M.EG.G3.A: Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.



Grades 9-12

Kentucky Academic Standards for Library Media

High (9-12) KAS for Library Media

Overview for High 9-12 :

The library media standards at the high school level are a culmination of the knowledge, skills, and competencies that equip students for a successful future and love of reading. The standards also support these American Association of School Librarians Common Belief statements: “Learners should be prepared for college, career, and life, reading is the core of personal and academic competency, intellectual freedom is every learner’s right, and information technologies must be appropriately integrated and equitably available.”

Application of the library media standards at the high school level should focus on active learning and integrating the identified skills into other disciplines. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

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.

H.IQ.T1.A: Independently formulate questions when reading, constructing hypotheses, researching, and developing a thesis.

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

H.IQ.T2.A: Independently connect prior knowledge with new content to retain information and construct new meaning.

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

Learning Priority 1. Using evidence to investigate questions.

H.IQ.C1.A: Utilize credible resources to investigate student-developed questions and justify conclusions.

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

H.IQ.C2.A: Independently create and implement a plan with measurable checkpoints and credible resources to fill in knowledge gaps (Ex.:Super 3, Big 6, Guided Inquiry Design).

Learning Priority 3. Generating products that illustrate learning.

H.IQ.C3.A: Independently, 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.

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

Learning Priority 1. Interacting with content presented by others.

H.IQ.S1.A: Critically listen, view, and respond to the content presented by others when appropriate.

Learning Priority 2. Providing constructive feedback.

H.IQ.S2.A: Independently encourage others by promoting the strengths of a product and discuss examples for improvement by using appropriate tone and language.

Learning Priority 3. Acting on feedback to improve.

H.IQ.S3.A: Independently reflect on personal growth, critical feedback, and constructive praise and improve the product.

Learning Priority 4. Sharing products with an authentic audience.

H.IQ.S4.A: Independently present published or completed learning products to an authentic audience beyond the classroom.

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

Learning Priority 1. Continually seeking knowledge.

H.IQ.G1.A: Independently demonstrate one's ability to be a lifelong learner by studying and reading for personal and academic interests.

Learning Priority 2. Engaging in sustained inquiry.

H.IQ.G2.A: Independently demonstrate resilience when executing inquiry for continual research and personal growth.

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

H.IQ.G3.A: Independently apply academic learning to the real-world by making connections with personal interests and opportunities for growth.

Learning Priority 4. Using reflection to guide informed decisions.

H.IQ.G4.A: Independently evaluate the strengths and weaknesses of an inquiry and identify areas of improvement to make decisions.

Kentucky Academic Standards (KAS)
for Library Media
High (9-12)

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.

H.IN.T1.A: Independently listen respectfully, participate in discussion, facilitate and embed the contribution of others.

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

H.IN.T2.A: Distinguish between fact and opinion, examine how it impacts the information presented, and the effect on readers.

H.IN.T2.B: Critically evaluate point of view within a variety of writing and learning products.

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

H.IN.T3.A: Connect meaningful cultural content with one's own culture and experience.

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.

H.IN.C1.A: Seek out and interact with local and global learners within the inquiry process and learning products.

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

H.IN.C2.A: Identify and critically examine a variety of perspectives and articulate why considering others' ideas can lead to new or deeper knowledge.

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

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

H.IN.S1.A: Independently participate in discussion using evidence to support claims with credible sources then engage and respond to others' using a variety of strategies. (ex: asking clarifying questions, seeking input, sharing the floor, etc.)

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

H.IN.S2.A: Independently offer relevant information and opinions at appropriate times in group discussion while building on the ideas of others.

H.IN.S2.B: Independently, ensure underrepresented points of view are shared by highlighting multiple perspectives.

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.

H.IN.G1.A: Independently engage locally and remotely with peers, experts, community members and others to collect, produce, and share information.

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

H.IN.G2.A: Independently demonstrate interest in perspectives that are different from one's own by questioning, and discussing with empathy and equity.

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

H.IN.G3.A: Independently evaluate how one contributes to the local, state, national and international community after seeking out factual information and self-reflect on how to improve your contributions.

Kentucky Academic Standards (KAS)
for Library Media
High (9-12)

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.

H.CL.T1.A: Ask questions of others and critically listen and analyze their responses.

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

H.CL.T2.A: Engage in multiple activities (conversation, debate, reading, building, etc) with others to gain new understanding.

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

H.CL.T3.A: Work in self-managed teams to make decisions and solve problems.

Standard C (Create:) Learners participate in personal, social, and intellectual networks by:

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

H.CL.C1.A: Use a variety of appropriate resources to communicate in personal, social, and intellectual networks.

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

H.CL.C2.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.

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

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

H.CL.S1.A: Independently solicit, listen, and respond respectfully to the ideas and opinions of others without interrupting.

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

H.CL.S2.A: Seek and incorporate multiple perspectives in the inquiry process when solving problems.

Standard G (Grow:) Learners actively participate with others in learning situations by:

Learning Priority 1. Actively contribute to group discussions.

H.CL.G1.A: Actively contribute to group discussions by adding new questions and extending the depth and breadth of conversation to help others better understand the concept.

Learning Priority 2. Recognizing learning as a social responsibility.

H.CL.G2.A: Account for your positive contribution to learning in a group and encourage others to do the same.

Kentucky Academic Standards (KAS)
for Library Media
High (9-12)

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.

H.CU.T1.A: Independently define the need by determining the topic and the information needed to support the inquiry.

Learning Priority 2. Identifying possible sources of information.

H.CT.T2.A: Independently identify and locate information from human, print, and electronic resources.

Learning Priority 3. Make critical choices about information.

H.CT.T3.A: Independently analyze and select resources for an information need by choosing to accept, replace or reject information.

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

Learning Priority 1. Seeking a variety of sources.

H.CT.C1.A: Independently locate information, from multiple formats, on a specific topic.

Learning Priority 2. Collecting information representing diverse perspectives.

H.CT.C2.A: Independently locate information, from different perspectives on a specific topic.

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

H.CT.C3.A: Independently evaluate the validity of each source using established criteria.

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

H.CT.C4.A: Independently categorize information, deciding the structure based on the relationships among ideas and general patterns discovered.

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

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

H.CT.S1.A: Independently,curate and utilize collaboratively constructed information sites (ex:social bookmarking websites, blogs, wikis, etc) and evaluate the authority and accuracy of the information.

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

H.CT.S2.A: Independently follow copyright guidelines when contributing to projects and presentations collaboratively online.

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

H.CT.S3.A: Independently analyze similarities and differences in information with an awareness of authority, accuracy, and relevancy from collaboratively constructed information sites.

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.

H.CT.G1.A: Independently curate and continually evaluate resources for authority, accuracy, and relevancy.

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

H.CT.G2.A: Independently choose an organization method and create a visual to organize information learned from resources.

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

H.CT.G3.A: Independently describe and justify the process and criteria for locating, evaluating, organizing, and implementing resources.

Kentucky Academic Standards (KAS)
for Library Media
High (9-12)

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.

H.EX.T1.A: Independently explore and select resources by reading deeply in multiple genres and formats for recreation and information.

H.EX.T1.B: Independently write or create products that reflect what you learn in your reading for a variety of purposes.

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

H.EX.T2.A: Independently reflect and analyze information for prejudice, deception, and/or manipulation.

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

H.EX.T3.A: Independently devise and complete an inquiry process for personal growth (Ex.: Super 3, Big 6, Guided Inquiry Design, Genius Hour, Passion Projects, etc.).

Standard C (**Create**:) Learners develop and satisfy personal curiosity by:

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

H.EX.C1.A: Independently utilize a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems (Ex.: Design Thinking, Engineering Design Process, “Imagine, Create, and Evaluate,” etc.).

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

H.EX.C2.A: Independently explore a variety of tools and materials to create new things and show resiliency through refinement.

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

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

H.EX.S1.A: Independently identify topics that are interesting and ask related questions that display curiosity.

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

H.EX.S2.A: Independently assume different roles within a group to plan and complete an inquiry using diverse methods of investigation.

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

H.EX.S3.A: Independently brainstorm, hypothesize, and test multiple, unique solutions to a problem within a group.

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

Learning Priority 1. Iteratively responding to challenges.

H.EX.G1.A: Independently implement strategies for solving challenges and make modifications when confronted with an obstacle.

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

H.EX.G2.A: Independently self-assess and identify skills for improvement.

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

H.EX.G3.A: Independently acknowledge that feedback is about a product and/or process and evaluate what feedback will be accepted or rejected.

Kentucky Academic Standards (KAS)
for Library Media
High (9-12)

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.

H.EG.T1.A: Provide citations for all sources independently by following copyright guidelines.

H.EG.T1.B: Independently, identify, select, and use the appropriate technology and media (print, digital, websites, reference, nonfiction text).

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

H.EG.T2.A: Independently demonstrate understanding of rules for using information such as copyright, fair use, trademark, and Creative Commons.

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

H.EG.T3.A: Independently evaluate the usefulness of a resource based on individual or academic needs.

H.EG.T3.B: Use additional sources to verify the accuracy of facts, including social and cultural contexts.

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.

H.EG.C1.A: Independently acknowledges intellectual property by correctly citing or seeking permission to use, reproduce and/or share.

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

H.EG.C2.A: With support, correctly cite or seek permission to use, reproduce, and/or share.

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

H.EG.C3.A: Independently provides appropriate information following a bibliographic format on a product allowing others to credit original work.

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.

H.EG.S1.A: Independently acknowledges the sources of information used when modifying, reworking, and remixing multiple sources into an original product by following correct citation formats.

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

H.EG.S2.A: Independently, produce and effectively share new learning with the global community based on the audience.

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

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

H.EG.G1.A: Independently, select and justify how information sources match interests and needs.

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

H.EG.G2.A: Independently identify and apply self-reflection techniques to the process of finding, synthesizing and incorporating information into a product.

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

H.EG.G3.A Model responsible, ethical, and legal use of information resources, and when working in groups, expect others to do the same.