Evolving Learning Standards

THE INTERSECTION OF THE NEW NC ESSENTIAL STANDARDS AND THE AASL STANDARDS FOR THE 21ST CENTURY LEARNER
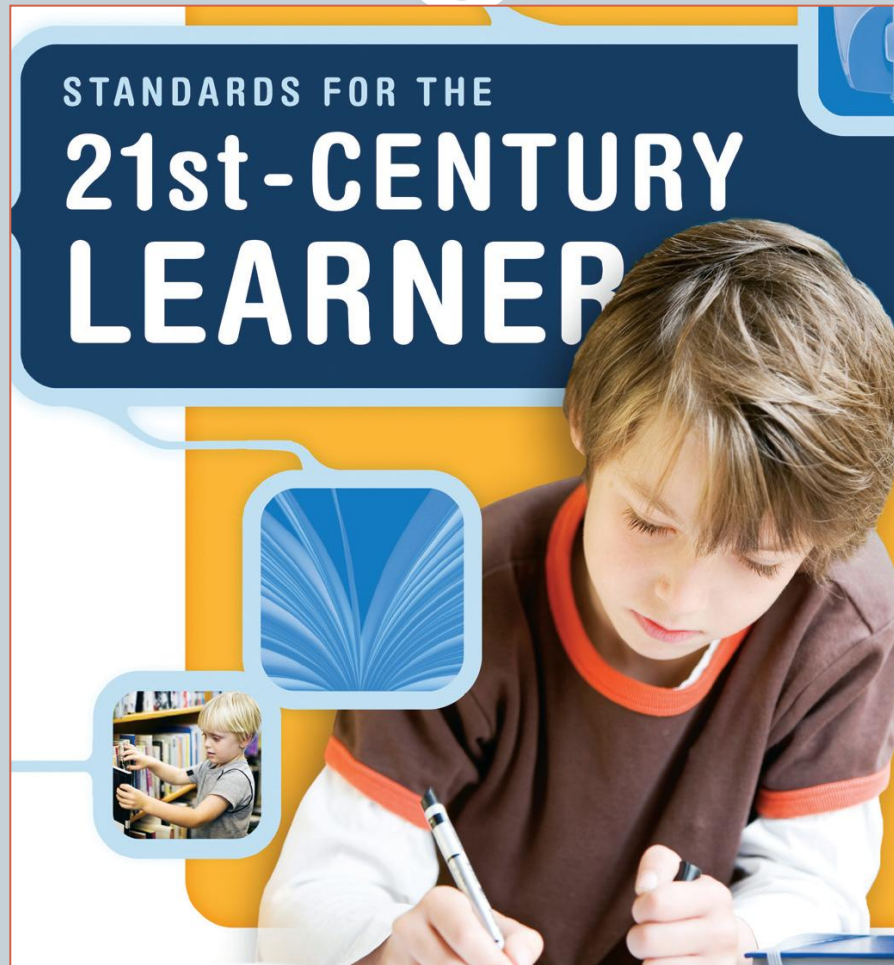
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Standards versus Curriculum

- What is the difference?

AASL

Common Beliefs

- Reading is a window to the world

- Inquiry provides a framework for learning.

- Ethical behavior in the use of information must be taught.

Common Beliefs

- Technology skills are crucial for future employment needs.

- Equitable access is a key component for education.

- The definition of information literacy has become more complex as resources and technologies have changed.

Common Beliefs

- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

- Learning has a social context.

- School libraries are essential to the development of learning skills.

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge. (THINK)

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (CREATE)

3. Share knowledge and participate ethically and productively as members of our democratic society. (SHARE)

4. Pursue personal and aesthetic growth. (GROW)

Structure of the Standards
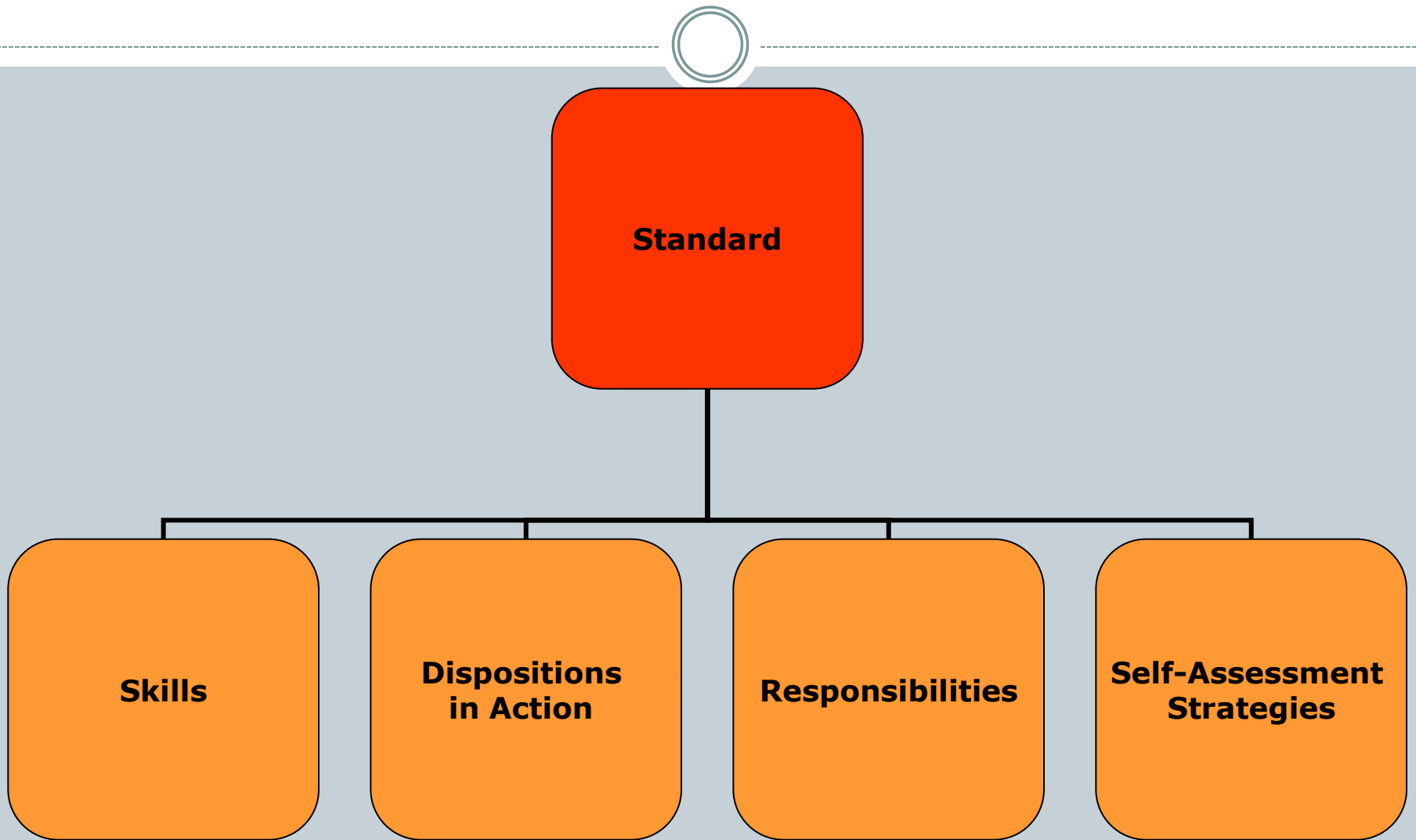
Skills

- Key abilities needed for understanding, learning, thinking, and mastering subjects.

  - 1.1.3 Develop and refine a range of questions to frame the search for new understanding.

  - 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Dispositions in Action

- Ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken.

  - 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Responsibilities

- Common behaviors used by independent learners in researching, investigating, and problem solving.

    - 1.3.1 Respect copyright/intellectual property rights of creators and producers.

    - 2.3.1 Connect understanding to the real world.

Self-Assessment Strategies

- Reflections on one's own learning to determine that the skills, dispositions, and responsibilities are effective.

  - 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

  - 4.4.3 Recongize how to focus efforts in personal learning.

NC Essential Standards

- Information and Technology Essential Standards

Categories of Essential Standards

- SI – Sources of Information
- IN – Informational Text
- TT – Technology as a Tool
- RP – Research Process
- SE – Safety and Ethical Issues

Clarifying Objectives

- K.SI.1 Classify useful sources of information.
  - K.SI.1.1. Identify sources of information (e.g., print, non-print, electronic, people).
  - K.SI.1.2. Identify the relevant sources of information for a given task.

Bloom's Taxonomy

- Cognitive Process
  - Remember
  - Understand
  - Apply
  - Analyze
  - Evaluate
  - Create

Bloom's Taxonomy

- Knowledge Dimension
  - Factual Knowledge
  - Conceptual Knowledge
  - Procedural Knowledge
  - Meta-Cognitive Knowledge

Grade Level Progression

* K.SI.1 Classify useful sources of information.

* 1.SI.1   Recall useful sources of information.

* 2.SI.1   Categorize sources of information as appropriate or inappropriate.

* 3.SI.1   Categorize sources of information for specific purposes.

* 4.SI.1   Apply criteria to determine appropriate information resources for specific topics and purposes.

* 5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.

Grade Level Progression

- 6.SI.1   Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

- 7.SI.1   Evaluate information resources based on specified criteria.

- 8.SI.1   Evaluate information resources based on specified criteria.

- HS.SI.1 Evaluate resources needed to solve a given problem.

An Activity

- Comparison of the AASL Standards SKILLS with the NC Essential Standards Clarifying Objectives

Stay in Touch

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