

Middle School 6-8
Inquire

High Priority Standards (AASL)

AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems

Learning Goal

The student will be able to display curiosity and initiative. (Think)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- formulating questions about a personal interest or a curricular topic including secondary questions that deepen personal understanding.
- recalling prior and background knowledge as context for new meaning.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating a personal interest question.
 - generating a personal interest question and/or recall background knowledge.
 - recognizing and recalling specific vocabulary such as: schema, secondary questions, cultivate, redefine, essential question.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will draw conclusions based on prior knowledge and personal interest.
- 7th grade: The student will brainstorm questions about a topic to develop understanding (wide to narrow).
- 8th grade: The student will generate secondary questions to refine and deepen understanding.

High Priority Standards (AASL)

AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems

Learning Goal

The student will be able to engage with new knowledge by following a process.
(Create)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- using evidence to investigate questions.
- deciding and implementing a plan to fill knowledge gaps.
- engaging in sustained inquiry.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - using some evidence to investigate questions.
 - identifying and limiting outlying results.
 - recognizing and recalling specific vocabulary such as: database, domains, peer reviewed.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to select digital tools to research findings with a curriculum specific topic.
- 7th grade: The student will be able to design and research findings using digital tools within a curriculum specific topic.
- 8th grade: The student will be able to design, critique, and refine using digital tools within a curriculum specific topic.

High Priority Standards (AASL)

AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems

Learning Goals

The student will adapt, communicate, and exchange learning products with others.
(Share)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- interacting with content presented by others.
- providing constructive feedback to and acting on feedback to improve.
- sharing products with an authentic audience.
- using reflection to guide informed decisions with real world connections.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - critiquing others in a constructive and respectful manner.
 - attending to content presented by others.
 - recognizing and recalling specific vocabulary such as: constructive criticism, compromise and conflict, evaluate, authentic audience.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to use feedback to modify and demonstrate their learning.
- 7th grade: The student will be able to use technology to seek feedback that informs and improves their practice.
- 8th grade: The student will be able to share and present findings to a group, respectfully critique, clarify, and refine product.

Middle School 6-8
Curate

High Priority Standards (AASL)

AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Learning Goal

The student will act on an information need. (Think)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- curating a variety of resources with multiple points of view.
- integrating and depicting understanding gained from resources.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - determining the need to gather information.
 - curating and identifying informational resources.
 - recognizing and recalling specific vocabulary such as: copyright, intellectual ownership, text features, google suite, nonfiction: traditional, narrative, expository, browsable.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to identify the need for a variety of resources within a given product.
- 7th grade: The student will be able to identify a variety of resources and choose a tool to present their information.
- 8th grade: The student will be able to identify a variety of resources, tools, and products for meeting the desired objective.

High Priority Standards (AASL)

AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Learning Goal

The student will gather information appropriate to the task. (Create)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- curating a variety of sources.
- collecting information representing diverse perspectives.
- organizing information by priority, topic, or other systematic scheme.
- analyzing and reflecting on the quality, validity, and accuracy of curated resources.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - seeking a variety of print and digital resources.
 - organizing information by topic with a graphic organizer.
 - recognizing and recalling specific vocabulary such as: search engines vs. websites vs. databases, reliability vs. validity, peer reviewed sources, copyright.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to identify, curate, and evaluate both print and digital nonfiction resources within a curriculum specific topic.
- 7th grade: The student will be able to identify, curate, and evaluate both print and digital nonfiction resources with opposing points of view within a curriculum specific topic.
- 8th grade: The student will be able to curate information from print, digital, and peer reviewed nonfiction resources using a variety of tools and curate artifacts within a curriculum specific topic.

High Priority Standards (AASL)

AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Learning Goal

The student will exchange information resources within and beyond their learning community. (Share)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- accessing and evaluating collaboratively constructed information sites.
- contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
- joining with others to compare and contrast information derived from collaboratively constructed information sites.
- openly communicating the ethical curation processes for others to use, interpret, and validate.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - making an ethically curated resource available for others to reference.
 - recognizing and recalling specific vocabulary such as:
global networking: closed and open sources, copyright: infringement, remix, reuse, rework, bibliography/works cited, intellectual property, collaborative sources: open source sites, blogs, podcasts, YouTube, social media platforms.

Beginning: Student demonstrates limited understanding or skill with the learning goal

Learning Targets

- 6th grade: The student will be able to exchange ethical resources for others to contribute compare and contrast on an information site.
- 7th grade: The student will be able to exchange ethical resources for others to evaluate.
- 8th grade: The student will be able to exchange and contribute to the understanding of others by providing a variety of ethically curated resources.

Middle School 6-8
Explore

High Priority Standards (AASL)

AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection

Learning Goal

The student will develop and satisfy personal curiosity. (Think)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- reading widely and deeply in multiple formats and write and create for a variety of purposes.
- identifying multiple resources to challenge personal understanding.
- recognizing capabilities and skills that can be developed, improved and expanded.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying areas of personal interest.
 - recognizing and recalling specific vocabulary such as: genre distinction, award books, book trailers, Destiny Discover reviews.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

● **Learning Targets**

- 6th grade: The student will be able to identify similarities and differences between library genres.
- 7th grade: The student will be able to reflect and question personal assumptions and misconceptions.
- 8th grade: The student will be able to engage in inquiry based processes for personal growth.

High Priority Standards (AASL)

AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection

Learning Goal

The student will be able to construct new knowledge. (Create)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- problem solving through cycles of design, implementation, and reflection.
- persisting through self-directed pursuits by thinking and making.
- responding to and reflecting upon challenges within multiple self-directed task.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - attempting to construct new or expanding existing knowledge using a growth mindset.
 - recognizing and recalling specific vocabulary such as: design process: identify problem, research, brainstorm, global vs local, analyze, develop solutions, implementation of action step, feedback.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to problem solve through the cycle of design and implementation.
- 7th grade: The student will be able to identify strategies to construct new knowledge.
- 8th grade: The student will be able to apply concepts of design thinking to construct and reflect upon new knowledge.

High Priority Standards (AASL)

AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Learning Goal

The student will engage with the learning community. (Share)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- expressing curiosity about a topic of personal interest or curricular relevance.
- co-constructing innovative means of investigation.
- collaboratively identifying innovation solutions to a challenge or problem.
- accepting feedback for positive and constructive growth.
- actively participating within the learning community.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - participating within the learning community.
 - recognizing and recalling specific vocabulary such as: co-constructing, collaboration, feedback, engagement, respectful critique.

Beginning: Student demonstrates limited understanding or skill with the learning goal

Learning Targets

- 6th grade: The student will be able to respectfully accept and critique others within the school's learning community.
- 7th grade: The student will be able to co-construct solutions to a challenge within a local learning community.
- 8th grade: The student will be able to collaboratively identify solutions within a global learning community.

Middle School 6-8
Engage

High Priority Standards (AASL)

AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world

Learning Goal

The student will follow ethical and legal guidelines for gathering and using information. (Think)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- responsibly applying information, technology, and media to learning.
- understanding the ethical use of information, technology, and media.
- evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
- reflecting on ethical processes.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the information source.
 - recognizing and recalling specific vocabulary such as: ethics, sexting, sextortion, Netiquette, chat, cyberbullying, digital footprint, direct messaging, instant messaging, profile, social media, texting, trolling, Acceptable User Agreement (AUA).

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to identify the need for the ethical use of information.
- 7th grade: The student will be able to identify and evaluate the usage of media as ethical.
- 8th grade: The student will be able to identify, evaluate, and apply ethical standards for the use of information, technology, and media.

High Priority Standards (AASL)

AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world

Learning Goal

The student will use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge.
(Create)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- ethically using and reproducing others' work with MLA citation.
- acknowledging authorship and demonstrating respect for the intellectual property of others.
- include elements in personal-knowledge products that allow others to create content appropriately.
- inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - implementing elements of copyright.
 - recognizing and recalling specific vocabulary such as: conclusion, permissions, works cited/bibliography, Acceptable User Agreement (AUA), copyright infringement, intellectual property, personally identifiable information, plagiarism, paraphrase, ethics, legal.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to demonstrate an understanding of the sharing of intellectual property by citing sources.
- 7th grade: The student will be able to follow the clearly stated policies of the Acceptable User Agreement (AUA).
- 7th grade: The student will be able to co-collaborate using limited identifiers.
- 7th grade: The student will be able to demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 8th grade: The student will be able to apply their understanding of sharing their own intellectual property.

High Priority Standards (AASL)

AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world

Learning Goal

The student will responsibly, ethically, and legally share new information with the global community. (Share)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- sharing information resources in accordance with modification, reuse, and remix policies.
- disseminating new knowledge through means appropriate for the intended audience with limited identifiers.
- personalizing their use of information and information technologies.

Approaching: Student demonstrates he/she is nearing proficiency by:

- Performing basic processes by:
 - responsibly employing personal safety measures in a digital environment.
 - understanding the copyright laws around reuse, modification, and remix of digital material.
 - recognizing and recalling specific vocabulary such as: derivative, reuse, remix, copyright, personally identifiable information, persona, reputation, digital identity, gamer tags, handles, posting, hash tags, tagging.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 6th grade: The student will be able to recognize the need to manage their digital identity and are aware of the permanence of their actions in the digital world.
- 7th grade: The student will be able to evaluate and modify their digital persona.

- 8th grade: The student will be able to cultivate and manage their digital identity, persona, and reputation.