

High School 9-12

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 display curiosity and initiative. (Think)

Proficiency Scale

Innovating: The student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

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

- formulating and refining questions about a personal interest or a curricular topic.
- recalling prior and background knowledge as context for new meaning.

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

- performing basic processes such as:
 - formulating a personal interest or curricular question.
 - recalling some prior information.
 - 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

- The student will develop researchable questions for assigned and personal interest topics.
- The student will refine researchable questions.
- The student will independently follow an inquiry process for assigned and personal information needs.

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 engage with new knowledge by following a process. (Create)

Proficiency Scale

Innovation: The student demonstrates an in-depth inference, advanced application, or innovation 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.
- generating products that illustrates learning.

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

- performing basic processes such as:
 - using some evidence to investigate questions.
 - recognize a need for a plan.
 - generate a product.
 - recognizing and recalling specific vocabulary such as: database, domains, peer reviewed.

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

Learning Targets

- The student will identify multiple sources using digital tools to support research questions.
- The student will verify facts through the use of multiple reliable sources.
- The student will 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 Goal

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

Proficiency Scale

Innovation: The student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

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

- reflect/act on feedback to make informed decisions to improve the product.
- sharing products with an authentic audience.
- interacting with content presented by others.

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

- performing basic processes such as:
 - accepting feedback from others.
 - critiquing others in a constructive manner.
 - 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

- The student will revise and modify their work based on feedback.
- The student will contribute to and build upon discussions.
- The student will share and present findings to a group and respectfully critique, clarify, and refine their product.
- The student will identify an authentic audience and publish and share.

High School 9-12

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 innovation with the learning goal.

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

- gathering and identifying multiple sources of information.
- making critical choices about information sources to use to meet their needs.

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

- performing basic processes such as:
 - curating and identifying minimal information resources.
 - determining the need to gather information.
 - 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

- The student will independently identify a variety of resources, tools, and products for meeting the desired objective.
- The student will evaluate information sources for relevancy, authority, accuracy, objectivity, and currency.

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 innovation with the learning goal.

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

- collect information from a variety of sources and diverse perspectives.
- systematically questioning and assessing the validity and accuracy of information.

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

- performing basic processes such as:
 - seeking a variety of print and digital resources.
 - collecting relevant information.
 - questioning and assessing validity and accuracy of information.
 - recognizing and recalling specific vocabulary such as: search engines vs. websites vs. subscription databases, reliability vs. validity, peer reviewed sources, copyright.
 - Recognize primary and secondary sources

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

Learning Targets

- The student will curate information from print, digital, peer reviewed nonfiction resources using a variety of tools and methods to create collections of artifacts within a curriculum specific topic.
- The student will evaluate the sources they find based on currency, relevancy, accuracy, authenticity, and reliability.

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 innovation 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

- The student will exchange and contribute to the understanding of others by providing a variety of ethically curated resources.
- The student will perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

High School 9-12

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 innovation 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.
- formulate authentic questions to guide their exploration of information sources to create new knowledge for personal growth.
- reflecting and questioning assumptions and possible misconceptions.

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

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

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

Learning Targets

- The student will be able to identify multiple resources to satisfy their personal interests.

High Priority Standards (AASL)

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

Learning Goal

The student will construct new knowledge.
(Create)

Proficiency Scale

Innovation: The student demonstrates an in-depth inference, advanced application, or innovation 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.

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

- performing basic processes such as:
 - creating new knowledge with limited resources.
 - recognizing and recalling specific vocabulary such as: design process: identify problem, research, brainstorm, global vs local, analyze, develop solutions, implementation of action step, rubric, feedback.

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

Learning Targets

- The student will synthesize and apply concepts to construct new knowledge.

High Priority Standards (AASL)

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

Learning Goal

The student will engage with learning community. (Share)

Proficiency Scale

Innovation: The student demonstrates an in-depth inference, advanced application, or innovation 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.
- actively participating in the learning community.
- open mindedly accepting feedback for positive and constructive growth.

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

- performing basic processes such as:
 - participating within a 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

- The student will collaboratively identify solutions within a global learning community.

High School 9-12

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 innovation with the learning goal.

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

- evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
- responsibly applying information, technology and media to learning.
- understanding the ethical use of information, technology, and media, The student will ethically and accurately summarize, paraphrase, or record direct quotes.
- 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:
 - identify 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

- The student will identify and apply ethical standards for the use of information, technology, and media.
- The student will ethically and accurately summarize, paraphrase, or record direct quotes and accurately give credit to sources of information.

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 innovation with the learning goal.

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

- ethically using and reproducing others' work.
- acknowledging authorship and demonstrating respect for the intellectual property of others.
- including elements in personal-knowledge products that allow others to create content appropriately.

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

- The student will understand how to seek copyright free images and media.
- The student will correctly create and format a bibliography to accompany any work they create.

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 innovation with the learning goal.

- sharing information resources in accordance with modification, reuse, and remix policies.
- disseminating new knowledge through means appropriate for the intended audience.

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

- engage in safe, responsible, ethical, and legal information behaviors.

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

- performing basic processes such as:
 - 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

- The student will cultivate and manage their digital identity, persona, and reputation.
- The student will understand and apply the different types of usage rights when sharing their creations through traditional and digital media formats.

Vocabulary

Currency: date of publication or posting of a resource

Relevance: applicability of information within resource

Authority: knowledge/credentials of source author, creator, or publisher

Accuracy: reliability, truthfulness, and correctness of content

Purpose: reason the information exists

Authentic audience: natural, real-world consumer of student-created content

Digital identity: the body of information about an individual, organization or electronic device that exists online

Sources: materials from which the writer gathers ideas and information to support their hypothesis. There are many types of sources:
print and online

Database: An organized collection of structured information or data.

Works Cited Page/Bibliography: A list of sources in a specific format (MLA for high school) used for your research

Plagiarism: When you copy or use someone else's work as if it were your own.

Primary Source