



Library Media & Information Literacy MECC Curriculum

Revised 2022-23

(Implementation Period: 2023-2028)



(MECC) Montana Education Curriculum Consortium

School districts collaborating to review, prioritize, and refine curriculum for a proficiency-based education

MECC Leadership

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MECC Member School Districts

Amsterdam School District
Anaconda Public Schools
Beaverhead County High School District
Dillon Elementary School District
Drummond Public Schools
Ennis School District
Hardin School District
Harrison School
LaMotte School
Lima School District
Manhattan School District
Manhattan Christian School
Montana City School
Noxon Schools
Philipsburg School District
Shields Valley School District
Three Forks School District
Townsend School District
Twin Bridges School District
West Yellowstone School District

MECC Advisory Committee

Amsterdam School District
Anaconda Public Schools
Beaverhead County High School District
Dillon Elementary School District
Drummond Public Schools
Ennis School District
Hardin School District
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LaMotte School
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Manhattan Christian School
Montana City School
Noxon Schools



Philipsburg School District
Shields Valley School District
Three Forks School District
Townsend School District
Twin Bridges School District
West Yellowstone School District

Library Media Review Participants

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Claire Lind, Liz Crowell, Anne Calhoun

Dillon Elementary School District
Melissa Bockting, Tiffany Johnson

Hardin School District
Mona Beeman, Chris Fuchs, Teri Wagner

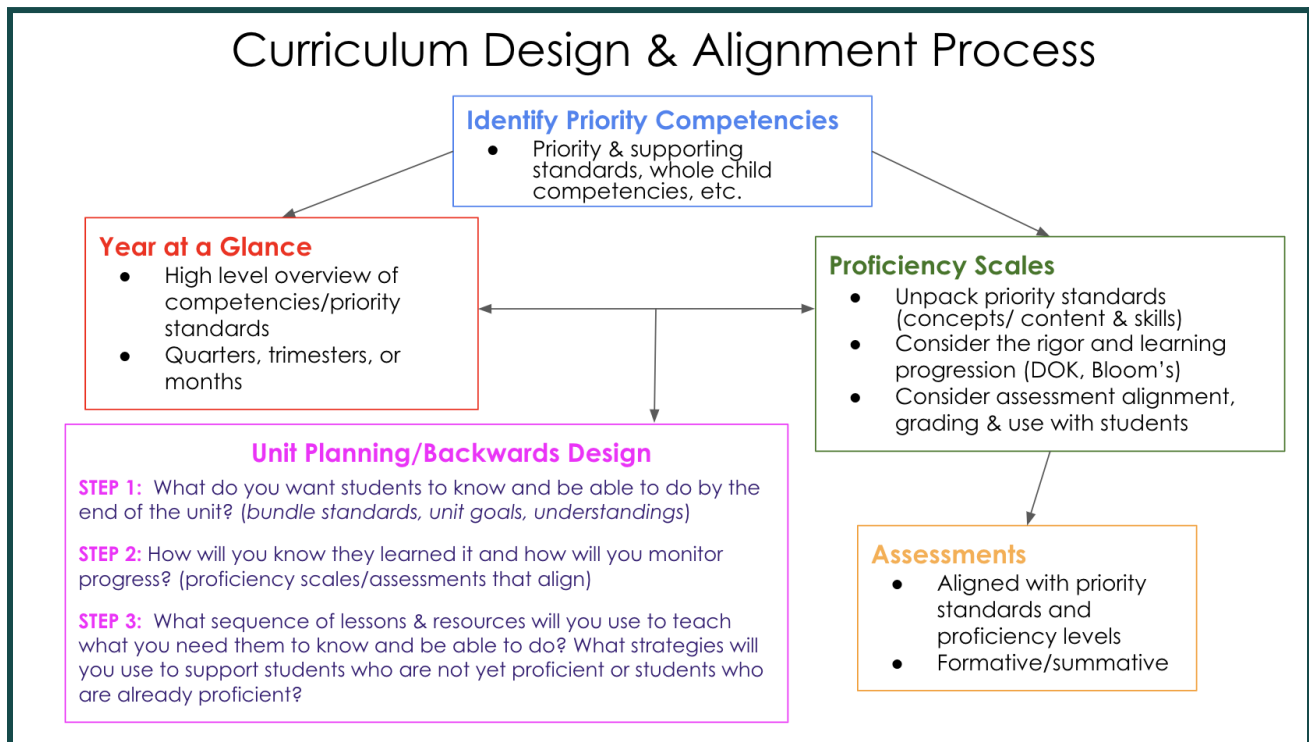
Manhattan School District
Kraig Rieger

Montana City School
Ann Burk, Stephanie Heggen, Cori Trudeau

Shields Valley School District
Mandy Johnstone

Library Curriculum Overview and Process

MECC uses a research-based curriculum design and alignment process to support proficiency-based education. Educators collaborate with other educators in similar grade levels or roles (across districts) to create a curricular framework that serves as an “intended curriculum” to which individual schools may use to align resources and programs. The following diagram outlines the steps used in developing a curricular framework that aligns with collaboratively prioritized concepts and skills.





National, State, and Local Library Standards Resources

- [American Association of School Librarians](#)
- [Montana Content Standards for Library Media and Information Literacy](#) (updated July 2021)
- [Montana Content Standards for English Language Arts](#)
- [Essential Understandings Regarding Montana Indians](#)
- [Montana Whole Child Skill Development Competencies](#)

MECC Library Standard Resources

- [MECC Review Participant Resources](#) (Google Folder)

Unit Planning and Proficiency Templates

- [UbD Unit Plan Template](#)
- [Proficiency Scale Template](#) (with body of evidence)
- [CBE Tool](#) (for descriptions of scale levels)

Curriculum Design Professional Resources

- [Understanding by Design](#) (McTighe, Wiggins)
- [Deeper Competency-Based Learning](#) (Colby, Hess, & Joseph)
- [Developing and Using Proficiency Scales](#) (Marzano Resources)
 - [Introduction](#)



Library Media and Information Literacy Standards in Montana and MECC Goals

The Montana Content Standards Library Media Information Literacy went through a formal review and a new version of the standards were adopted and released for the 2021-22 school year. The previous version of the standards was adopted in 2008. The current standards align with the goals of Montana schools, building college and career readiness, and preparing students for success with 21st century skills. As a curriculum consortium, our goals are to support educators with a collaborative approach to reviewing and unpacking the new standards to develop a curriculum framework to support teachers with implementation and alignment to the current standards.



2008 TO 2021 COMPARISON

2008 Students will . . .	2021 Students will . . .
identify the task and determine the resources needed	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems
locate sources, use information and present findings	demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians
evaluate the product and learning process	work effectively with others to broaden perspectives and work toward common goals
use information safely, ethically and legally	make meaning by collecting, organizing, and sharing resources of personal relevance
pursue personal interests through literature and other creative expressions	exercise freedom to read and demonstrate the ability to pursue personal interests; and
	demonstrate safe, legal, and ethical creating and sharing of knowledge products

Proficiency Scales vs. Year at a Glance

When writing this curriculum, the committee chose to utilize proficiency scales for a number of reasons;

- a. All libraries around the state operate differently. Some are able to see students daily, while others see students once a week or even once a month depending on their elective structures and some schools do not require grades of librarians.
- b. Each librarian wants to ensure that their activities are standard aligned however, given the time constraints that each is under depending on their service delivery it is clear that ensuring each lesson/activity is aligned with standards is imperative.



- c. The curriculum is organized by K-2, 3-5, 6-8, and 9-12 as we felt like this is the makeup of most of the schools in the consortium, and the standards, and activities are closely aligned.

K-12 Library Media and Information Literacy Standards Coding and Categories:

<p>CODING THE STANDARDS</p> <p>CODING SCHEME SUBJECT.STANDARD.GradeLevel SUBSTANDARD.sub-substandard</p> <p>LM = Library Media and Information Literacy NK = new knowledge DD = demonstrate diversity WE = work effectively MM = make meaning EF = exercise freedom SLE = safe, legal, ethical</p>	<p>When a district incorporates or integrates library media and information literacy content into district curriculum or offers an elective course in library media and information literacy, the following standards apply:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">CODE</th> <th style="text-align: left; padding: 5px;">K-12 Standard Statement</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">LM.NK</td> <td style="padding: 5px;">build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</td> </tr> <tr> <td style="padding: 5px;">LM.DD</td> <td style="padding: 5px;">demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians</td> </tr> <tr> <td style="padding: 5px;">LM.WE</td> <td style="padding: 5px;">work effectively with others to broaden perspectives and work toward common goals</td> </tr> <tr> <td style="padding: 5px;">LM.MM</td> <td style="padding: 5px;">make meaning by collecting, organizing, and sharing resources of personal relevance</td> </tr> <tr> <td style="padding: 5px;">LM.EF</td> <td style="padding: 5px;">exercise freedom to read and demonstrate the ability to pursue personal interests</td> </tr> <tr> <td style="padding: 5px;">LM.SLE</td> <td style="padding: 5px;">demonstrate safe, legal, and ethical creating and sharing of knowledge products</td> </tr> </tbody> </table>	CODE	K-12 Standard Statement	LM.NK	build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems	LM.DD	demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians	LM.WE	work effectively with others to broaden perspectives and work toward common goals	LM.MM	make meaning by collecting, organizing, and sharing resources of personal relevance	LM.EF	exercise freedom to read and demonstrate the ability to pursue personal interests	LM.SLE	demonstrate safe, legal, and ethical creating and sharing of knowledge products
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Purpose of Proficiency Scales

Proficiency scales are used to help teachers ensure that their lessons/units and assessments are aligned with standards. Scales are organized into 4 levels.

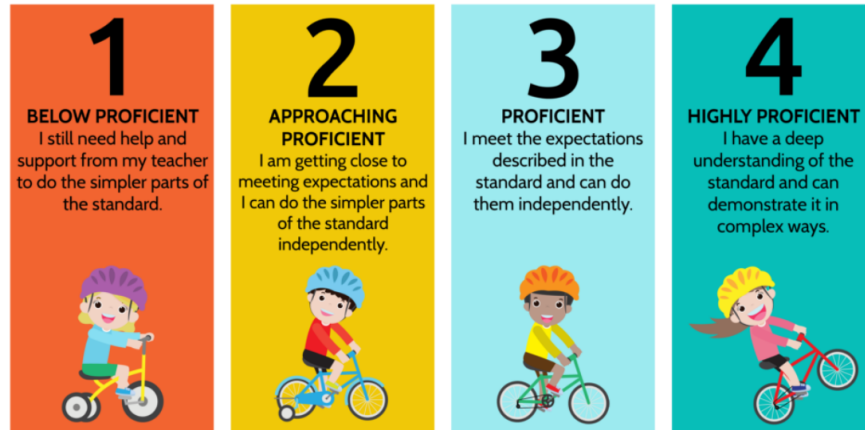
Level 1.0 - This is when students are working towards mastery of the standard but need help to do it.

Level 2.0 - This is when a student is also working towards the standard and understands the basic concepts of a standard.

Level 3.0 - This is when a student is proficient in the standard and can do it independently.

Level 4.0 - This is when a student can go above and beyond the standard.

PROFICIENCY SCALE



By using a proficiency scale, teachers can determine what kinds of lessons are best suited to each student's individual learning needs.

A proficiency scale also assists with creating or selecting assessments that are tied to standards. The proficiency scale helps illustrate the progression of learning and the body of evidence needed to identify when students are proficient in a skill and/or concept, and when additional support, intervention, or extension is necessary.

Resources

We included resources within the proficiency scales to assist Teacher Librarians/Media Specialists with vetted materials and examples that align with the standards. Some of the resources are tied to a level on the proficiency scale and others are lesson/unit ideas that may span multiple levels on the scale.



Kindergarten, 1st, and 2nd Resources

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. NK	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Create a different ending to a story (through telling or by drawing/using pictures), to solve the story's problem in an other way. ● Connect events in the story to your own real-life experiences. 	<p>For Example Audio recording (Seesaw) or drawing of a different ending to a common story read aloud.</p> <p>Apply concepts learned from the story to create unique literary elements</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems</p>	<p>Form simple, factual level questions and begin to explore ways to answer them (LM. NK.K.1)</p> <p>Ask "I wonder" questions about a topic, question, or problem. (LM. NK.K.2 and LM.NK.1.2)</p> <p>Make connections to self, with prompts (ie, connecting to an event or emotion of a character in a story).</p> <p>Formulate questions about a topic and select a focal question to explore (LM.NK.1.1)</p> <p>Generate questions about a topic and select a focal question to explore (LM.NK.2)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as 2 of the following: Ask questions, thinking critically, identifying problems, and strategies for problem-solving.</p>	<p>Teacher observations during read-aloud and partner conversations of responses to prompts and questions before, during, and after a grade-level text is read aloud</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



Kindergarten, 1st, and 2nd
Resources

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians. **DD**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> Analyze historical versus modern day tribal culture 	<p>Describe and illustrate historical and modern-day tribal cultural activities. For example, games, religious ceremonies, foods, etc.</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the <u>learning community</u> <p>AND</p> <ul style="list-style-type: none"> Demonstrate an understanding of and commitment to inclusiveness and respect for diversity including the distinct and <u>unique cultural heritage of American Indians</u> 	<p>Share knowledge and ideas with others through discussion and listening. (LM.DD.K.1 and LM.DD.1.1 and LM.DD.2.1)</p> <p>Formulate questions related to content presented by others (LM.DD.K.2)</p> <p>Investigate the distinct cultural heritage of American Indians by Exploring traditional dress Understand the 12 different tribes, Explore creation stories from local/regional tribes, Understand how tribes are diverse from one another, Understand the modern-day culture of regional tribes.</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can:</p> <p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the <u>learning community</u></p> <p>OR</p> <p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity including the distinct and <u>unique cultural heritage of American Indians</u></p>	<p>Collect and display pictures of examples of traditions of local tribes.</p> <p>Read creation stories and answer questions about inclusiveness OR diversity.</p>
<p>Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



Kindergarten, 1st, and 2nd Resources

Standard 3: Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions. **(LM.WE.K, LM.WE.1, LM.WE.2)**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Apply concepts of common goals to a group presentation. 	<p>For example, create a performance (puppet show) or poster within their groups</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● work with others to broaden perspectives ● Work towards common goals by: <ul style="list-style-type: none"> ○ Listening respectfully ○ Offering information and opinions in group discussions. <p>Examples</p> <ul style="list-style-type: none"> ● Each group read a different book with a similar topic, group summaries, and then offers opinions - Folk Tale Unit 	<p>Work effectively with others to broaden perspectives and work toward common goals by listening respectfully and, when appropriate, offering information and opinions in group discussions. (LM.WE.K, LM.WE.1, LM.WE.2)</p> <p>Listen respectfully AND when appropriate offer information and options in group discussion.</p> <p>Develop a logical argument to express a personal opinion in group discussions AND Formulate solutions to conflicting viewpoints.</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as 1 of the following: Listen respectfully or offer information and options in a group discussion or formulate solutions to conflicting viewpoints</p>	<p>Work efficiently with others to organize discussion about selected topics.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



Kindergarten, 1st, and 2nd Resources

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance by expressing feelings and ideas about a story in different formats. (LM.MM.K, LM. MM.1, LM.MM.2)

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● connect to content by sharing my personal experiences and preferences. 	<p>Create media (posters, movies, recordings) connecting the topic to personal life</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● Make meaning by collecting resources: Explore multiple sources on the same topic (fiction/non-fiction) <p>AND</p> <ul style="list-style-type: none"> ● Organize resources: Sort examples on fiction/nonfiction <p>AND</p> <ul style="list-style-type: none"> ● Share resources: Verbally sharing personal connection to the story or topic 	<p>make meaning by collecting, organizing, and sharing resources of personal relevance. By expressing feelings and ideas about a story in different formats(LM.MM.K, LM. MM.1, M.MM.2)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as 1 of the following;</p> <ul style="list-style-type: none"> ● Make meaning by collecting resources: Explore multiple sources on the same topic (fiction/non-fiction) <p>OR</p> <ul style="list-style-type: none"> ● Organize resources: Sort examples on fiction/nonfiction <p>OR</p> <ul style="list-style-type: none"> ● Share resources: Verbally sharing personal connection to the story or topic 	<p>Examples:</p> <p>Use context clues to verbalize, write, or illustrate connections between the story and personal life experiences.</p> <p>Categorize nonfiction and fiction literature utilizing Venn Diagrams.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



Kindergarten, 1st, and 2nd Resources

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests. EF	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Analyze a question of personal interest and utilize library resources to answer it 	<p>Connect personal interests to library resources such as literature, online resources, and other library resources.</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● Choose books that are my reading level and/or books that I enjoy <p>AND</p> <ul style="list-style-type: none"> ● Find books that relate to personal interests <p>Example Activities</p> <ul style="list-style-type: none"> ○ Book Tasting ○ Book Talks- award winners 	<p>Routinely select picture, fiction, and information books (LM.EF.K.1)</p> <p>Explore new Genre's (LM.EF.K.2)</p> <p>Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment (LM.EF.K.3 and LM.EF.1.2 and LM.EF.2.1))</p> <p>Request, choose, and share a variety of materials from various genres related to personal interests (LM.EF.1.1)</p> <p>Begin to recognize that different genres require different reading, listening, or viewing strategies (LM.EF.2.2)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Choose books that are my reading level and/or books that I enjoy <p>OR</p> <ul style="list-style-type: none"> ● Find books that relate to personal interests 	<p>Predict the appropriate difficulty of text using the "Five Finger Method".</p> <p>OR</p> <p>Using context clues I will be able to choose a book that interests me.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



Kindergarten, 1st, and 2nd

Resources

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products by maintaining safe behavior when using the internet. **LM.SLE.K**

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products (**LM.SLE.1 and LM.SLE.2**)

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p align="center">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> • Create an original work of art, piece of literature, etc. and share it on a safe platform. 	<p>*Create a video of a recitation of work and share it on the library webpage</p>
<p align="center">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <p>Demonstrate safe, legal, and ethical creating AND sharing of products</p> <p>By Successfully</p> <p>Develop a logical argument in classroom discussion for the legal and ethical ramifications of violating copyright.</p> <p>AND</p> <p>Investigate safe and unsafe behavior online.</p> <p>AND</p> <p>Verbalize the importance of not sharing personal information</p> <p>AND</p> <p>Cite evidence of ways to assess website and app safety.</p>	<p>Acknowledge the work of others by comparing and contrasting favorite authors' and illustrators' styles through author and illustrator studies. (LM.SLE.1.1)</p> <p>Maintain safe behavior when using the internet (LM.SLE.1.2 and LM.SLE. 2.2)</p> <p>Acknowledge (citing) the work of others (LM.SLE.2.1)</p>
<p align="center">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <p>Develop a logical argument in classroom discussion for the legal and ethical ramifications of violating copyright.</p> <p>OR</p> <p>Investigate safe and unsafe behavior online.</p> <p>OR</p> <p>Verbalize the importance of not sharing personal information</p> <p>OR</p> <p>Cite evidence of ways to assess website and app safety.</p>	<p>Classify the difference between authors and illustrators.</p> <p>Maker observations about why intellectual ownership and giving creators credit is important.</p> <p>Discuss the cause/effect relationship between safe and unsafe online behavior.</p>
<p align="center">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, and 5th, Grade Resources

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. **NK**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Independently create a new knowledge product 	<p>Creating a finished product to demonstrate new knowledge such as a PowerPoint, Prezi, Google Slide, or poster board.</p> <p>Or</p> <p>Select a problem relevant to the school community and through the inquiry process design solutions which can realistically be implemented.</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● Build new knowledge by identifying problems. <p>AND</p> <ul style="list-style-type: none"> ● Build new knowledge by formulating questions. <p>AND</p> <ul style="list-style-type: none"> ● Build new knowledge by identifying resources to seek answers to their questions. <p>AND</p> <ul style="list-style-type: none"> ● Build new knowledge by constructing meaning through thinking critically. 	<p>Ask “why” questions in order to formulate a question about a topic. (LM.NK.3 and LM.NK.4.1 and LM.NK.5.1)</p> <p>Use inquiry process to solve a problem (LM.NK.4.2 and LM.NK.5.2)</p> <p>Investigate a problem.</p> <p>Develop a list of print and non-print sources of information to answer their questions.</p> <p>Draw conclusions based on their research.</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <p>Building new knowledge by identifying problems OR Building new knowledge by formulating questions. OR Build new knowledge by identifying resources to seek answers to their questions. OR Build new knowledge by constructing meaning through thinking critically.</p>	<p>State the problem clearly.</p> <p>Construct questions that can provide information about the problem.</p> <p>Summarize new knowledge by accessing library resources.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, 5th, Grade Resources

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians. DD	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> Describe elements of inclusive practices and respectful interaction with diverse groups. 	<p>Creating a product that demonstrates their understanding of inclusiveness and respect toward diverse groups, including the culture, diversity, sovereignty, and history of distinct American Indian tribes.</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the <u>learning community</u> <p>AND</p> <ul style="list-style-type: none"> Demonstrate an understanding of and commitment to inclusiveness and respect for diversity including the distinct and <u>unique cultural heritage of American Indians</u> 	<p>Articulate and identify one's own place in the global community and respect others' cultural identities (LM.DD.3.1 and LM.DD.4.1, LM.DD.5.1))</p> <p>Explore sources written by authors with diverse backgrounds (LM.DD.3.2 and LM.DD.4.2 LM.DD.5.2)</p> <p>Exploring traditional dress Understand the 12 different tribes Explore creation stories from local/regional tribes Understand how tribes are diverse from one another Understand the modern-day culture of regional tribes.</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> Distinguish between differences and/or similarities between diverse groups <p>OR</p> <ul style="list-style-type: none"> Make observations about diverse groups including American Indians such as culture, diversity, sovereignty, and history. 	<p>Name diverse groups including American Indian tribes AND Compare the students' culture to another diverse group. OR Summarize cultural elements, diversity, sovereignty, and/or history of a diverse group</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, and 5th Grade Resources

Standard 3: Work effectively with others to broaden perspectives and work toward common goals. WE	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Distinguishes differences/similarities in other's points of view and compromise on goals and the finished product of their collaboration. 	<p>Working collaboratively as a student-led team, the group selects a single topic they will research and a simple product they will create together.</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● Work effectively with others to broaden perspectives <p>AND</p> <ul style="list-style-type: none"> ● Work toward common goals 	<p>Find information in print, digital, and other resources on a topic of personal interest. (LM.WE.3.1, LM.WE.4.1, LM.WE.4.1) Work in teams to produce original works or solve problems (LM.WE.3.2, LM.WE.4.1, LM.WE.5.1) Use technology tools for independent and collaborative publishing activities (LM.WE.3.3, LM.WE. 4.3, LM.WE.4.3)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● work with others in a group setting to broaden perspectives. <p>OR</p> <ul style="list-style-type: none"> ● work with others in a group setting to attain a common goal. 	<p>Student groupings, research topics, and team facilitation are teacher directed. For example, the teacher creates and assigns groups and group roles, generates topics, and provides options for finished products.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, and 5th Grade Resources

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance. MM	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Critique resources of personal relevance 	<p>Create a list of evidence and critique each resource and the organizational method in which it was collected</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <ul style="list-style-type: none"> ● make meaning by identifying resources of personal relevance <p>AND</p> <ul style="list-style-type: none"> ● make meaning organizing resources of personal relevance <p>AND</p> <ul style="list-style-type: none"> ● make meaning by sharing resources of personal relevance 	<p>Make a list of possible sources of information that will help answer questions or an information need (LM.MM.3.1, LM.MM.4.1, LM.MM.5.1)</p> <p>Use text features to decide which resources are best to use and why (LM.MM.3.2, LM.MM.4.1, LM. MM. 5.1)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <ul style="list-style-type: none"> ● make meaning by identifying resources of personal relevance <p>OR</p> <ul style="list-style-type: none"> ● make meaning organizing resources of personal relevance <p>OR</p> <ul style="list-style-type: none"> ● make meaning by sharing resources of personal relevance 	<p>Make a list of possible sources of information that will help answer questions or an information need (LM.MM.3.1, LM.MM.4.1, LM.MM.5.1) OR</p> <p>Use text features to decide which resources are best to use and why (LM.MM.3.2, LM.MM.4.1, LM. MM. 5.1)</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, 5th Grade

Resources

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests EF.

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Create a book which aligns with personal interests 	<p>The student independently seeks information on topics of personal interest and reads widely a variety of authors and in a variety of genres.</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> ● Exercise Freedom when checking out books <p>AND</p> <ul style="list-style-type: none"> ● Find Books which align with my personal interests 	<p>Read, listen to, and view a range of resources for a variety of purposes (LM.EF.3.1, LM.EF.4.1, LM.EF.5.1) Recognize features of various genres and use different reading strategies for understanding (LM.EF.3.1, LM.EF.4.1, LM.EF.5.1)</p> <p>Connect personal feelings to characters and events portrayed in a literary work (LM.EF.3.1, LM.EF.4.1, LM.EF.5.1) Set reading goals (LM.EF.3.1, LM.EF.4.1, LM.EF.5.1)</p> <p>Demonstrate knowledge of authors and genres (LM.EF.3.1, LM.EF.4.1, LM.EF.5.1)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Choose books that are my reading level <p>OR</p> <ul style="list-style-type: none"> ● Find books that relate to personal interests 	<p>Predict the appropriate difficulty of text using the “Five Finger Method”.</p> <p>OR</p> <p>Using context clues I will be able to choose a book that interests me.</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



3rd, 4th, 5th Grade Resources

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products. SLE	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p style="text-align: center;">Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Create a presentation about unethical create and sharing of knowledge products 	<p>Find examples of unethical creation and sharing of knowledge products and explain why they aren't ethical</p>
<p style="text-align: center;">Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <p>I can:</p> <ul style="list-style-type: none"> ● demonstrate safe creating of knowledge products <p>AND</p> <ul style="list-style-type: none"> ● demonstrate legal creating of knowledge products <p>AND</p> <ul style="list-style-type: none"> ● demonstrate ethical creating of knowledge products 	<p>Acknowledge and credit the work of others (LM.SLE.3.1, LM.SLE.4.1, LM.SLE.5.1)</p> <p>Use information, technology and media tools responsibly and safely (LM.SLE.3.1, LM.SLE.4.1, LM.SLE.5.1)</p> <p>Keep Personal Information Private while using digital tools (LM.SLE.5.3)</p>
<p style="text-align: center;">Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Demonstrate safe creating of knowledge products <p>OR</p> <ul style="list-style-type: none"> ● demonstrate legal creating of knowledge products <p>OR</p> <ul style="list-style-type: none"> ● demonstrate ethical creating of knowledge products 	<p>Use Digital Citizenship Lesson resources and have students answer questions about safely sharing information online.</p>
<p style="text-align: center;">Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

Sample Resources and Lesson Ideas

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. **NK**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence <u>Resources</u>
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can demonstrate mastery of level 3.0 and: I can:</p> <ul style="list-style-type: none"> take opposing viewpoints and be able to see the pros/cons of a controversial argument judge authority and usefulness of resources 	<p>Students choose a research topic to present/write about.</p> <p>Students will self-reflect on the process and finished the project</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ask appropriate questions relating to a topic <p>AND</p> <ul style="list-style-type: none"> disseminate information about a topic <p>AND</p> <ul style="list-style-type: none"> identify problems <p>AND</p> <ul style="list-style-type: none"> identify multiple ways of solving a problem and choosing the best option for solution 	<p>Write questions independently based on key ideas or areas of focus (LM.NK.6-8.1)</p> <p>Refine questions based on the type of information needed (LM.NK.6.8.2)</p> <p>Reflect at the end of an inquiry process (LM.NK.6.8.3)</p> <p><u>Example Process:</u></p> <ul style="list-style-type: none"> Students choose a topic to research within a chosen area Students will use a variety of sources and be able to discern the best sources. Students will create a project that will reflect information gathered. Students will self reflect on the process and the project. <p>Key Terms: broaden or narrow topic current resources point of view primary and secondary sources</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ask questions identify problems seek solutions 	<p>Students will identify keywords and information from a resource.</p> <p>Students will interpret problems/solutions on a topic.</p> <p>I can recognize and recall specific terminology such as: Controversy, Pro/Con, Factual, Resource, Facts, citation,</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

[Sample Resources and Lesson Ideas](#)

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians. DD	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and: I can: Design a product that applies the concepts of similarities and differences of another cultural group.</p>	<p>Student will create a product that compares and contrasts diverse groups (ex: PowerPoint, poster)</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> demonstrate an understanding of my peers and their diverse cultures <p>AND</p> <ul style="list-style-type: none"> evaluate the importance of diversity in my learning community <p>AND</p> <ul style="list-style-type: none"> compare the unique cultural heritage of American Indians and other cultures to their own 	<p>Evaluate resources for relevance, currency, authority, and bias including those by and about tribes in Montana (LM.DD.6-8.1)</p> <p>Seek more than one point of view by using diverse sources. (LM.DD.6-8.2)</p> <p>I can recognize and recall specific terminology such as Folktale, origin, illustrator, tribe, moral, culture, and storyteller.</p> <p><u>For example</u> Students will select a diverse resource to analyze. Students will describe the cultural components of their chosen resource and its culture of origin/ or tribe. Students will be able to appreciate the similarities and uniqueness of their resource's culture in comparison to their own culture.</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can perform basic processes, such as:</p> <ul style="list-style-type: none"> demonstrate an understanding of my peers and their diverse cultures <p>OR</p> <ul style="list-style-type: none"> evaluate the importance of diversity in my learning community <p>OR</p> <ul style="list-style-type: none"> compare the unique cultural heritage of American Indians and other cultures to their own 	<p>Students will compare and contrast the student's culture to another diverse group and/or Students will compare and contrast American Indian tribes including (culture, diversity, sovereignty, and history) <u>Example:</u> Students will locate resources on diverse groups Listen and retell of a folktale Students will listen to a folktale read aloud Students will be able to talk about the lesson learned in the folktale Students will be able to state which tribe the specific folktale came from</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

[Sample Resources and Lesson Ideas](#)

Standard 3: Work effectively with others to broaden perspectives and work toward common goals. WE	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● prove that all ideas have worth in a group setting ● critique others' ideas in a respectful manner 	<p>Students will take on a group leadership role and connect all group ideas to present as a united front.</p> <p>Students will need to explain the rules to their peers</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> ● work with others in a group including those I chose as group members, and those chosen for me ● listen to group members and their ideas ● vocalize my ideas ● collectively come to an agreement with group members (without hurt feelings) ● work on a team towards a common goal 	<p>Offer information and opinions and encourage others to share ideas at appropriate times in group discussions. (LM.WE.6-8.1)</p> <p>Accurately describe or summarize the ideas of others (LM.WE.6-8.2)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can:</p> <ul style="list-style-type: none"> ● work with others in a group including those I chose as group members, and those chosen for me <p>OR</p> <ul style="list-style-type: none"> ● listen to group members and their ideas <p>OR</p> <ul style="list-style-type: none"> ● vocalize my ideas <p>OR</p> <ul style="list-style-type: none"> ● collectively come to an agreement with group members (without hurt feelings) <p>OR</p> <ul style="list-style-type: none"> ● work on a team towards a common goal 	<p>Students will verbalize their own ideas while listening to others' and collectively decide on a group plan.</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

[Sample Resources and Lesson Ideas](#)

Standard 4: make meaning by collecting, organizing, and sharing resources of personal relevance. **MM**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> design and present a project that encompasses the resources of personal relevance. 	<p>Students will create and <u>share</u> a project of their choosing (report, google slides) that uses the resources that they chose.</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> collect resources of my choosing <p>and</p> <ul style="list-style-type: none"> organize resources of my choosing <p>AND</p> <ul style="list-style-type: none"> share resources that I chose 	<p>Experiment with various types of technology tools for artistic and personal expression (LM.MM.6-8.1)</p> <p>Share reading, listening, and viewing experiences in a variety of ways and formants (LM.MM.6-8.2)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can perform basic processes, such as:</p> <ul style="list-style-type: none"> collect resources of my choosing <p>OR</p> <ul style="list-style-type: none"> organize resources of my choosing <p>OR</p> <ul style="list-style-type: none"> share resources that I chose 	<p>Students will categorize their chosen materials and collect and display them to make meaning of resources.</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

[Sample Resources and Lesson Ideas](#)

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests. EF

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● apply concepts of library organization to find materials on their own 	<p>Students will create a video book trailer to be viewed by classmates</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● identify reading materials that interest me <p>AND</p> <ul style="list-style-type: none"> ● choose reading material on my own <p>AND</p> <ul style="list-style-type: none"> ● locate materials that interest me in their appropriate library section 	<p>Independently locate and select information for personal, hobby, or vocational interests (LM.EF.6-8.1)</p> <p>Read, listen to, and view a wide range of genres and formats for recreation and information (LM. EF.6-8.2)</p> <p>Respond to images and feelings evoked by literary work (LM. EF. 6.8.3)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● identify reading materials that interest me <p>OR</p> <ul style="list-style-type: none"> ● choose reading material on my own <p>OR</p> <ul style="list-style-type: none"> ● locate materials that interest me in their appropriate library section 	<p>Students will utilize librarian to help find and locate books of the student's choosing</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



6th - 8th Grade

Sample Resources and Lesson Ideas

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products. SLE	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> critique reliability or validity of online sources 	<p>Students can analyze the reliability and validity of a hoax website versus a credible one.</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> cite evidence in appropriate format recognize and adhere to current laws and policies regarding information use implement safe practices in social network and online settings use appropriate netiquette in supervised settings collaborate and participate effectively within a safe, social environment 	<p>Practice internet safety and appropriate online behavior (LM.SLE.6 - 8.1) Use criteria to determine safe, and unsafe internet sites (LM.SLE. 6-8.2) Participate safely, ethically, and legally in online activities (LM.SLE.6-8.3) Connect ideas and information with their owners or source (LM.SLE.6-8.4) Credit sources by following copyright, licensing, and fair use guidelines (LM.SLE. 6-8.5)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can perform basic processes, such as</p> <ul style="list-style-type: none"> cite evidence in appropriate format recognize and adhere to current laws and policies regarding information us implement safe practices in social network and online settings <p>OR</p> <ul style="list-style-type: none"> use appropriate netiquette in supervised settings <p>OR</p> <ul style="list-style-type: none"> collaborate and participate effectively within a safe, social environment 	<p>Students will identify patterns in safe online settings and behaviors</p> <p>Students will relate unlawful usage of information to personal ethical behavior (ex: stealing)</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



9th - 12th Grade

[Sample Resources and Lesson Ideas](#)

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. **NK**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) I can demonstrate mastery of level 3.0 and:</p> <ul style="list-style-type: none"> ● Apply concepts and information to real-world situations. ● Critique essential questions and research questions others have written. ● Create questions to help myself and others reflect. 	<p>Critique other's lab research, or inquiry assignment and give suggestions</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks) I can:</p> <ul style="list-style-type: none"> ● Write and refine essential questions. ● Write and refine research questions. ● Create a hypothesis or thesis statement. ● Make connections between ideas and events. ● Reflect at the end of the inquiry process. 	<p>Formulate and define essential questions through reading, constructing hypotheses, research questions, and thesis statements (LM.NK.9-12.1)</p> <p>Develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement (LM.NK.9-12.2)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks) I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Write a research question. ● Write a hypothesis and thesis statement. ● Reflect at the end of the inquiry process. 	<p>Identify essential questions Pick questions related to the assigned research topic When asked questions, students can reflect on inquiry process</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



9th - 12th Grade

[Sample Resources and Lesson Ideas](#)

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians. **DD**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) In addition to the 3.0 content I can: Prove why resources are accurate, relevant, authoritative, detailed, current, and biased including those by and about Montana tribes</p> <p>Use multiple perspectives while creating a research project</p> <p>Understand how my own personal biases affect research</p>	<p>Prove why resources are accurate, relevant, authoritative, detailed, current, and biased including those by and about tribes of Montana.</p> <p>Identify and explain your own biases based on personal experience and how it affects your research.</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> Evaluate resources for accuracy, relevance, authority, detail, currency, and bias including those by and about Montana tribes <p>AND</p> <ul style="list-style-type: none"> Find diverse resources <p>AND</p> <ul style="list-style-type: none"> Describe examples of bias in research projects. 	<p>Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana (LM.DD.9-12.1)</p> <p>Seek more than one point of view by using diverse sources (LM.DD.9-12.2)</p> <p>Identify the impact of personal background and bias on research projects and inquiry processes (LM. DD.9-12.3)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> Compare resources. Categorize different perspectives. Identify bias in a resource. 	<p>Conduct a Novel analysis and compare resources to identify bias</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target contents.</p>	<p>.</p>



9th - 12th Grade

[Sample Resources and Lesson Ideas](#)

Standard 3: Work effectively with others to broaden perspectives and work toward common goals. **WE**

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) in addition to score 3.0 performance, the student Facilitate and assign roles to group participants AND Analyze/reflect on group cooperation and productivity</p>	<p>a. Facilitate a positive and inclusive group environment where participants' ideas are shared and valued. b. Evaluate group product and process c. Assign group roles to more efficiently solve problems and make decisions</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> • Work effectively with others to broaden perspectives and • Work toward common goals. 	<p>Actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued (LM.WE.9-12.1)</p> <p>Seek consent from a group, when appropriate, to achieve stronger product (LM.WE.9-12.2)</p> <p>Work with others to solve problems, and made decisions on issues, topics, and theme's being investigated (LM.WE.9-12.3)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> • Participate in a group • Work towards constructing a product 	<p>a. Contribute positively to a group environment. b. Construct a product with group input. c. Discuss with a facilitator possible solutions to problems</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



9th - 12th Grade

[Sample Resources and Lesson Ideas](#)

Standard 4: make meaning by collecting, organizing, and sharing resources of personal relevance. MM	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking) In addition to score 3.0 performance, the student:</p> <ul style="list-style-type: none"> ● interpret personal meaning from a variety of sources (eg. text, audio, visual) ● Connect resources with personal experiences to create a finished product 	Community display of completed product
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● collect resources important to me <p>AND</p> <ul style="list-style-type: none"> ● organize resources important to me <p>AND</p> <ul style="list-style-type: none"> ● share resources important to me ● 	<p>Assess the impacts of specific works on the reader or viewer (LM.MM.9-12.1)</p> <p>Express ideas through creative products in multiple formats using a variety of technology tools (LM.MM.9-12.2)</p> <p>Select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation (LM.MM.9-12.3)</p> <p>Create original products using a variety of technology tools to express personal learning (LM.MM. 9.12.4)</p> <p>Independently pursue answers to self-generated questions (LM.MM 9-12.5)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● collect resources important to me ● organize resources important to me ● share resources important to me <p>I can recognize and recall specific terminology such as:</p>	<p>collect and display resources related to a project</p> <p>Explain use of resources</p> <p>Categorize resources</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	

9th - 12th Grade

Sample Resources and Lesson Ideas

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests. EF

Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <ul style="list-style-type: none"> ● In addition to score 3.0 performance, the student: ● Critique books based on interests OR ● Advocates for others right to read OR ● Analyze and explain multiple perspectives on the freedom to read 	<p>write book reviews for other students create book trailers for other students writing a response letter to a challenged book</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> ● Exercise freedom to read ● Demonstrate the ability to pursue personal interests. ● Investigate and locate topics/genres of interest ● Compare mediums (eg. audio, visual, text) to pursue interests 	<p>Select a variety of types of materials based on personal interests and prior knowledge (LM.EF.9-12.1)</p> <p>Read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues (LM.EF.9-12.2)</p> <p>Routinely read, view, and listen for personal enjoyment to learn to solve problems and to explore different ideas (LM.EF.9-12.3)</p> <p>Read widely to develop a global perspective and understand different cultural contexts (LM.EF.9-12.4)</p> <p>Identify the rights of self and others to access information freely and pursue the right to read, view, and listen (LM.EF.9-12.5)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Categorize topics/genres of personal interest <p>OR</p> <ul style="list-style-type: none"> ● Distinguish differences in mediums <p>OR</p> <ul style="list-style-type: none"> ● Summarize likes/dislikes of books <p>I can recognize and recall specific terminology such as:</p>	<p>select multiple genres of fiction use multiple mediums to access information (eg. print, audio, visual) explain what a student liked about a book</p>
<p>Level 1.0 With help, I know some of the basic content and some of the target content.</p>	



9th - 12th Grade

[Sample Resources and Lesson Ideas](#)

Standard 6: demonstrate safe, legal, and ethical creating and sharing of knowledge products. SLE	
Proficiency Scale Level and Learning Targets from Standard	Body of Evidence
<p>Level 4.0 - Complex Content (Construct new knowledge/transfer, extend thinking)</p> <p>I can:</p> <ul style="list-style-type: none"> In addition to score 3.0 performance, the student: <ul style="list-style-type: none"> Analyze finished products for ethical creation 	<p>Peer review student products for legal and ethical use of resources</p> <p>Appropriate independent use of school technology outside of curriculum</p>
<p>Level 3.0 - Target Content (Integrate skills and knowledge; transfer with more complex tasks)</p> <p>I can:</p> <ul style="list-style-type: none"> Apply safe AND online behavior as specified by district <p>AND</p> <ul style="list-style-type: none"> Cite evidence in a finished product without breaking copyright laws <p>AND</p> <ul style="list-style-type: none"> Citing references in teacher approved style (eg. MLA, APA) 	<p>Practice internet safety and appropriate online behavior (LM.SLE.9-12.1)</p> <p>Use criteria to determine safe and unsafe internet sites (LM.SLE.9-12.2)</p> <p>Participate safely, ethically, and legally in online activities (LM.SLE.9-12.3)</p> <p>Connect ideas and information with their owners or source (LM.SLE.9-12.4)</p> <p>Credit sources by following copyright, licensing, and fair use guidelines for text, visuals, and audio in generating products and presentations (LM.SLE.9-12.5)</p>
<p>Level 2.0 - Basic Content (Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks)</p> <p>I can perform basic processes, such as:</p> <p>I can:</p> <ul style="list-style-type: none"> Apply safe AND online behavior as specified by district Cite evidence in a finished product without breaking copyright laws <p>OR</p> <ul style="list-style-type: none"> Citing references in teacher approved style (eg. MLA, APA) 	<p>appropriate and safe use of school technology</p> <p>Use of digital technology to cite resources or identify the parts of a citation that are important</p>
<p>Level 1.0</p> <p>With help, I know some of the basic content and some of the target content.</p>	

