

Second Grade

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: 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 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:
 - generating questions to explore.
 - recalling some information.
 - recognizing and recalling specific vocabulary such as: background knowledge, curiosity, inquiry, topic.

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

Learning Targets

- The student will use prior knowledge to generate questions about a topic to create new understandings.

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. (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:

- using evidence to investigate questions.
- generating products that illustrate learning.

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

- performing basic processes such as:
 - using some evidence to investigate questions.
 - generate a product.
 - recognizing and recalling specific vocabulary such as: database, questioning, search, sources, steps in process, topic.

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

Learning Targets

- The student will choose and investigate a topic or idea that is presented.

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 adapt, communicate, and exchange learning, products with others.
(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:

- interacting with content presented by others.
- sharing products with an authentic audience.
- make improvements based on feedback.

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

- performing basic processes such as:
 - attending to content presented by others.
 - recognizing and recalling specific vocabulary such as: audience, communicate, exchange, feedback.

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

Learning Targets

- The student will share and present findings to a group and act on feedback to improve.

Second Grade 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:

- identifying possible sources of information.

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

- performing basic processes such as:
 - determining the need to gather information.
 - recognizing and recalling specific vocabulary such as: catalog, database, Dewey Decimal System, fiction, nonfiction, glossary, index, subject, table of contents.

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

Learning Targets

- The student will be able to identify appropriate information sources.

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:

- organizing information by priority, topic, or other systematic scheme.

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

- performing basic processes such as:
 - gathering information.
 - recognizing and recalling specific vocabulary such as: call numbers, database, labels, library organization, nonfiction, signs.

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

Learning Targets

- The student will be able to gather multiple non-fiction sources.

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:

- joining with others to share, compare, and contrast information.
- evaluating information sources.

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

- performing basic processes such as:
 - sharing information.
 - recognizing and recalling specific vocabulary such as: compare, contrast, evaluate, graphic organizer.

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

Learning Targets

- The student will be able to compare and contrast information with others.
- The student will be able to evaluate information sources.

Second Grade

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.
- reflecting and questioning.

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

- performing basic processes such as:
 - reflecting and questioning.
 - recognizing and recalling specific vocabulary such as: award books, chapter books, Dewey Decimal System, genre, interest, reflection, response, series books.

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

Learning Targets

- The student will be able to read, write, question, and reflect on personal reading topics.

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

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:

- persisting through self-directed pursuits by thinking and making.

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

- performing basic processes such as:
 - creating a plan.
 - recognizing and recalling specific vocabulary such as: brainstorm, design, persevere.

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

Learning Targets

- The student will be able to create a product based on a curricular or a personal choice topic.

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 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:

- collaboratively identifying solutions to a challenge or problem.
- expressing curiosity about a topic of personal or curricular relevance.

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

- performing basic processes such as:
 - individually identifying solutions.
 - recognizing and recalling specific vocabulary such as: brainstorm, collaborate, problem, solution, topic.

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

Learning Targets

- The student will be able to express curiosity about a topic.
- The student will be able to work together to identify solutions to a problem.

Second Grade

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:

- responsibly applying information, technology and media to learning.

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

- performing basic processes such as:
 - understanding the ethical use of information, technology, and media.
 - recognizing and recalling specific vocabulary such as: Acceptable User Agreement (AUA), address bar, bookmarks, Internet, password, username, website.

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

Learning Targets

- The student will be able to utilize technology safely.
- The student will be able to utilize information, technology, and media ethically.

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:

- acknowledging authorship and demonstrating respect for the intellectual property of others.
- ethically using and reproducing others' work.

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

- performing basic processes such as:
 - acknowledging authorship.
 - recognizing and recalling specific vocabulary such as: copyright date, credit, publisher, title page.

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

Learning Targets

- The student will be able to give credit to authors and illustrators.
- The student will be able to give credit to sources.

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

C. Share: 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.

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

- disseminating new knowledge through means appropriate for the intended audience.

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

- performing basic processes such as:
 - sharing new knowledge.
 - recognizing and recalling specific vocabulary such as: ownership, peers.

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

Learning Targets

- The student will be able to share new knowledge about a topic with peers.
- The student will be able to share information sources in accordance with copyright policies.