Fourth 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	Proficiency Scale

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, critical thinking, inquiry, relevant questions.
	
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
Learning Targets - The student will use prior knowledge and personal interest 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	**Proficiency Scale**

The student will engage with new knowledge. (Create)	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.
	● deciding and implementing a plan to fill knowledge gaps.
	● 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, evidence, investigate, learning plan, product, sources.
	
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
-    The student will create a product based on research findings on a given 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	Proficiency Scale

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.
	● providing constructive feedback to improve.
	● acting on feedback to improve.
	● sharing products with an authentic audience.
	
	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: authentic audience, constructive feedback, revise.
	
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
- The student will share and present findings to the group and provide feedback.
- The student will make changes based on feedback.

Fourth 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:
● determining the need to gather information.
● identifying possible sources of information.
● making critical choices about information sources to use.

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: biographical sources, browsable nonfiction, Dewey Decimal System, genre, library catalog, narrative nonfiction, traditional nonfiction.

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	**Proficiency Scale**
The student will gather information appropriate to the task. (Create)	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:
- seeking a variety of sources.
- collecting information representing diverse perspectives.
- systematically questioning and assessing the validity and accuracy of information.
- organizing information by priority, topic, or other systematic scheme.

Approaching: Student demonstrates he/she is nearing proficiency by:
- organizing information by priority, topic, or other systematic scheme.
  - recognizing and recalling specific vocabulary such as: database, diverse perspectives, nonfiction sources, reliable source, search engines.

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

Learning Targets
- The student will be able to gather multiple non-fiction sources including the WorldBook Online database and text 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	**Proficiency Scale**
The student will exchange information resources within and beyond their learning community. (Share)	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.
	Approaching: Student demonstrates he/she is nearing proficiency by:
	• performing basic processes such as:
	○ sharing information.
	○ recognizing and recalling specific vocabulary such as: blog, collaborate, compare, contrast, podcast, video.
	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.

Fourth Grade
Explore

High Priority Standards (AASL)
AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Learning Goal	Proficiency Scale

Learning Goal
Learner 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 assumptions and possible misconceptions.
	● engaging in inquiry-based processes for personal growth.
	
	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, book reviews, curiosity, Dewey Decimal System, genre, inquire, reflect, respond
	
	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	**Proficiency Scale**

The student will construct new knowledge. (Create)	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:
	● 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 a plan.
	  ○ modifying product based on feedback.
	  ○ recognizing and recalling specific vocabulary such as: analyze, brainstorm, collect information, develop solutions, gather feedback, identify problem.
	
	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	**Proficiency Scale**
The student will engage with learning community. (Share)	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: ● 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. Approaching: Student demonstrates he/she is nearing proficiency by: ● performing basic processes such as: ○ individually identifying solutions. ○ recognizing and recalling specific vocabulary such as: co-construct, innovation. 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.

Fourth 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	Proficiency Scale

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.
	● understanding the ethical use of information, technology, and media.
	● evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
	
	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 Policy (AUA), cybersafety, media, Netiquette, pop-up ads, privacy, Uniform Resource Locator (URL), unacceptable content.
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
- The student will be able to evaluate an information source. - 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	**Proficiency Scale**

The student will use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge. (Create)	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:
	  ○ acknowledging authorship.
	  ○ recognizing and recalling specific vocabulary such as: Acceptable User Agreement (AUA), bibliography, cloud account, copyright infringement, intellectual property, paraphrase, personally identifiable information, plagiarism, works cited.
	
	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.
- The student will be able to follow the clearly stated policies of the Acceptable User Agreement (AUA.)
- The student will be able to credit co-collaborators using limited identifiers (first/last name, share by cloud account).

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	**Proficiency Scale**

The student will responsibly, ethically, and legally share new information with the global community. (Share)	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:
	● sharing information resources in accordance with modification, reuse, and remix policies.
	● 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.
	  ○ sharing information sources.
	  ○ recognizing and recalling specific vocabulary such as: bibliography, copyright, modify, reuse, works cited.
	
	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.