

Fifth 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, inquiry, secondary questions.

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

Learning Targets

- The student will use prior knowledge and personal interest to generate questions about a topic to create new understandings.
- The student will generate and refine secondary questions in order to obtain new information.

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 following a process. (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.
- 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 and refine 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

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 a group and provide feedback.
- The student will make changes based on feedback.

Fifth 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, online resources, 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

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:

- 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 topic with a graphic organizer.
 - recognizing and recalling specific vocabulary such as: accuracy, assess, author's purpose, copyright date, reliable source.

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, other subscription databases, 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

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

Proficiency Scale

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

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

- accessing and evaluating collaboratively constructed information sites.
- contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
- joining with others to compare and contrast information derived from collaboratively constructed information sites.

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, digital platform, ethical, podcast, video, website.

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

Learning Targets

- The student will be able to contribute, compare, and contrast information with others on an information site.
- The student will be able to evaluate information sources.

Fifth 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 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:
 - identifying areas of personal interest.
 - recognizing and recalling specific vocabulary such as: award books, assumptions, book reviews, curiosity, Dewey Decimal System, inquire, genre, misconceptions, 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

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:

- 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.
 - modify a plan with feedback.
 - recognizing and recalling specific vocabulary such as: design process: problem, collect information, brainstorm, analyze, develop solutions, gather feedback, growth mindset.

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.
- The student will be able to attempt to construct new knowledge using a growth mindset.

High Priority Standards (AASL)

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

Learning Goal

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

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or 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, growth mindset.

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.

Fifth 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.
- 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:
 - acknowledging authorship.
 - recognizing and recalling specific vocabulary such as: Acceptable User Agreement (AUA), chat, cyberbullying, digital footprint, direct messaging, instant messaging, Netiquette, profile, social media, texting.

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:

- 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, permissions, 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, cloud sharing 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

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:

- 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, digital citizens, digital identity, 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.
- The student will be able to recognize the need to manage their digital identity.