

# High School 9-12

## Inquire

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

### Learning Goal

The student will display curiosity and initiative. (Think)

### Proficiency Scale

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

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

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

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

- performing basic processes such as:
  - formulating a personal interest or curricular question.
  - recalling some prior information.
  - recognizing and recalling specific vocabulary such as: schema, secondary questions, cultivate, redefine, essential question.

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

### Learning Targets

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

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

**Learning Goal:**

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

**Proficiency Scale**

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

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

- using evidence to investigate questions.
- deciding and implementing a plan to fill knowledge gaps.
- generating products that illustrates learning.

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

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

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

**Learning Targets**

- The student will identify multiple sources using digital tools to support research questions.
- The student will verify facts through the use of multiple reliable sources.
- The student will design, critique, and refine using digital tools within a curriculum specific topic.

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

**Learning Goal**

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

**Proficiency Scale**

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

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

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

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

- performing basic processes such as:
  - accepting feedback from others.
  - critiquing others in a constructive manner.
  - recognizing and recalling specific vocabulary such as: constructive criticism, compromise and conflict, evaluate, authentic audience.

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

**Learning Targets**

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

# High School 9-12

## Curate

High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

### Learning Goal

The student will act on an information need. (Think)

### Proficiency Scale

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

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

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

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

- performing basic processes such as:
  - curating and identifying minimal information resources.
  - determining the need to gather information.
  - recognizing and recalling specific vocabulary such as: copyright, intellectual ownership, text features, google suite, nonfiction: traditional, narrative, expository, browsable.

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

### Learning Targets

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

High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

**Learning Goal**

The student will gather information appropriate to the task. (Create)

**Proficiency Scale**

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

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

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

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

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

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

**Learning Targets**

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

High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

**Learning Goal**

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

**Proficiency Scale**

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

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

- accessing and evaluating collaboratively constructed information sites.
- contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
- joining with others to compare and contrast information derived from collaboratively constructed information sites.
- openly communicating the ethical curation processes for others to use, interpret, and validate.

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

- performing basic processes such as:
  - making an ethically curated resource available for others to reference.
  - recognizing and recalling specific vocabulary such as:  
global networking: closed and open sources, copyright: infringement, remix, reuse, rework, bibliography/works cited, intellectual property, collaborative sources: open source sites, blogs, podcasts, YouTube, social media platforms.

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

**Learning Targets**

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

# High School 9-12

## Explore

High Priority Standards (AASL)

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

#### **Learning Goal**

The student will develop and satisfy personal curiosity. (Think)

#### **Proficiency Scale**

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

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

- reading widely and deeply in multiple formats and write and create for a variety of purposes.
- formulate authentic questions to guide their exploration of information sources to create new knowledge for personal growth.
- reflecting and questioning assumptions and possible misconceptions.

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

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

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

#### **Learning Targets**

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

High Priority Standards (AASL)

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

**Learning Goal**

The student will construct new knowledge.  
(Create)

**Proficiency Scale**

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

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

- problem solving through cycles of design, implementation, and reflection.
- persisting through self-directed pursuits by thinking and making.

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

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

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

**Learning Targets**

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



High Priority Standards (AASL)

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

**Learning Goal**

The student will engage with learning community. (Share)

**Proficiency Scale**

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

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

- expressing curiosity about a topic of personal interest or curricular relevance.
- co-constructing innovative means of investigation.
- collaboratively identifying innovation solutions to a challenge or problem.
- actively participating in the learning community.
- open mindedly accepting feedback for positive and constructive growth.

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

- performing basic processes such as:
  - participating within a learning community.
  - recognizing and recalling specific vocabulary such as: co-constructing, collaboration, feedback, engagement, respectful critique.

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

**Learning Targets**

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

# High School 9-12

## Engage

High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world**

### Learning Goal

The student will follow ethical and legal guidelines for gathering and using information. (Think)

### Proficiency Scale

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

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

- evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
- responsibly applying information, technology and media to learning.
- understanding the ethical use of information, technology, and media, The student will ethically and accurately summarize, paraphrase, or record direct quotes.
- inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

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

- performing basic processes such as:
  - identify information source.
  - recognizing and recalling specific vocabulary such as: ethics, sexting, sextortion, Netiquette, chat, cyberbullying, digital footprint, direct messaging, instant messaging, profile, social media, texting, trolling, Acceptable User Agreement (AUA).

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

**Learning Targets**

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

High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world**

**Learning Goal**

The student will use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge.  
(Create)

**Proficiency Scale**

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

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

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

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

- performing basic processes such as:
  - implementing elements of copyright.
  - recognizing and recalling specific vocabulary such as: conclusion, permissions, works cited/bibliography, Acceptable User Agreement (AUA), copyright infringement, intellectual property, personally identifiable information, plagiarism. paraphrase, ethics, legal.

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

**Learning Targets**

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

High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world**

**Learning Goal**

The student will responsibly, ethically, and legally share new information with the global community. (Share)

**Proficiency Scale**

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

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

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

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

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

- performing basic processes such as:
  - responsibly employing personal safety measures in a digital environment.
  - understanding the copyright laws around reuse, modification, and remix of digital material.
  - recognizing and recalling specific vocabulary such as: derivative, reuse, remix, copyright, personally identifiable information, persona, reputation, digital identity, gamer tags, handles, posting, hash tags, tagging.

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

**Learning Targets**

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

# Vocabulary

Currency: date of publication or posting of a resource

Relevance: applicability of information within resource

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

Accuracy: reliability, truthfulness, and correctness of content

Purpose: reason the information exists

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

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

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

Database: An organized collection of structured information or data.

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

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

Primary Source