

# Kindergarten 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 be able to 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: question, answer, who, what, where, when, why, how.

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

## Learning Targets

- The student will be able to create questions using who, what, where, when, why, and how.
- The student will be able to complete question stems for a read aloud.

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 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: information book, subject, topic.

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

**Learning Targets**

- The student will be able to investigate a topic or idea when one is presented to them.

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 and/or 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.

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, share.

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

**Learning Targets**

- The student will be able to present findings with an individual or small group of peers.

# Kindergarten

## 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 be able to 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: fiction, nonfiction.

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

### Learning Targets

- The student will be able to determine the need for a non-fiction book.

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 be able to 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: ABC order, signs, labels, picture books.

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

**Learning Targets**

- The student will be able to identify the non-fiction section of the library.

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 be able to 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.

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

- performing basic processes such as:
  - sharing information.
  - recognizing and recalling specific vocabulary such as: alike, different, information.

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.

# Kindergarten

## 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 be able to 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: author study, award books, fiction, interests, nonfiction, picture book, response.

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

### Learning Targets

- The student will be able to read, write, 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 be able to 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: create, product.

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 be able to 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.

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

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

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

**Learning Targets**

- The student will be able to work together to identify solutions to a problem.

# Kindergarten

## 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 be able to 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: computer, keyboard, mouse, screen.

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

### Learning Targets

- The student will be able to utilize technology safely.

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 be able to 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.

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

- performing basic processes such as:
  - acknowledging authorship.
  - recognizing and recalling specific vocabulary such as: author, illustrator.

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.

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 be able to 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, respectful, share.

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.