

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.

First 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: who, what, where, when, why, how, source, topic.

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

Learning Targets

- The student will generate questions about a topic using a source or experience.

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

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.
 - generating a product.
 - recognizing and recalling specific vocabulary such as: database, search, sources, steps in process.

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

Learning Targets

- The student will choose and investigate a topic or idea 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 adapt, communicate, and exchange learning, products with others.

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, communicate, presentation.

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

Learning Targets

- The student will share and present findings to the group.

First 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 students 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: database, fiction, nonfiction, icon, information, sources.

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: ABC order, call numbers, labels, library organization, signs, symbols.

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

Learning Targets

- The student will be able to find 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.

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

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

First 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, author study, nonfiction, fiction, interests, picture books, reflection, 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 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, design, knowledge, 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 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: brainstorm, 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.

First 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: bookmark, icon, link, login, 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.

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.

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

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

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.

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.

Third 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, critical thinking, inquiry.

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.
- 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, 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

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.
- 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 act on feedback to improve.

Third 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.
- 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: catalog, copyright date, database, Dewey Decimal System, keyword search, nonfiction, subject search, website.

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.
- identifying diverse perspectives.
- questioning the validity of information.

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: browse, call numbers, database, labels, nonfiction sources, signs, varied perspectives, WorldBook Online.

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

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 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: collaborate, 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.

Third 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, curiosity, Dewey Decimal System, genre, reflect, respond, 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.
- problem solving through cycles of design.

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

- performing basic processes such as:
 - creating a plan.
 - modify product based on feedback.
 - recognizing and recalling specific vocabulary such as: brainstorm, design, feedback, persevere, modification.

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: collaborate, curiosity, innovation, problem, solution.

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.

Third 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, media, password, privacy, unacceptable content, 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: Acceptable User Agreement (AUA), bibliography, cloud account, copyright page, 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 follow the district Acceptable User Agreement (AUA.)

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:

- 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, 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.

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

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

- 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

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.
- 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

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

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 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

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, 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

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

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.
 - 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

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:

- 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

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

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, 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

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, 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.

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.

Middle School 6-8
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 innovates 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 including secondary questions that deepen personal understanding.
- 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 a personal interest question.
 - generating a personal interest question and/or recall background knowledge.
 - 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

- 6th grade: The student will draw conclusions based on prior knowledge and personal interest.
- 7th grade: The student will brainstorm questions about a topic to develop understanding (wide to narrow).
- 8th grade: The student will generate secondary questions to refine and deepen understanding.

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 by following a process.
(Create)

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates 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.
- engaging in sustained inquiry.

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

- performing basic processes such as:
 - using some evidence to investigate questions.
 - identifying and limiting outlying results.
 - recognizing and recalling specific vocabulary such as: database, domains, peer reviewed.

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

Learning Targets

- 6th grade: The student will be able to select digital tools to research findings with a curriculum specific topic.
- 7th grade: The student will be able to design and research findings using digital tools within a curriculum specific topic.
- 8th grade: The student will be able to 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 Goals

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

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application or innovates 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 and acting on feedback to improve.
- sharing products with an authentic audience.
- using reflection to guide informed decisions with real world connections.

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

- performing basic processes such as:
 - critiquing others in a constructive and respectful manner.
 - attending to content presented by others.
 - 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

- 6th grade: The student will be able to use feedback to modify and demonstrate their learning.
- 7th grade: The student will be able to use technology to seek feedback that informs and improves their practice.
- 8th grade: The student will be able to share and present findings to a group, respectfully critique, clarify, and refine product.

Middle School 6-8
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 innovates with the learning goal.

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

- curating a variety of resources with multiple points of view.
- integrating and depicting understanding gained from resources.

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

- performing basic processes such as:
 - determining the need to gather information.
 - curating and identifying informational resources.
 - 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

- 6th grade: The student will be able to identify the need for a variety of resources within a given product.
- 7th grade: The student will be able to identify a variety of resources and choose a tool to present their information.
- 8th grade: The student will be able to identify a variety of resources, tools, and products for meeting the desired objective.

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 innovates with the learning goal.

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

- curating a variety of sources.
- collecting information representing diverse perspectives.
- organizing information by priority, topic, or other systematic scheme.
- analyzing and reflecting on the quality, validity, and accuracy of curated resources.

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

- performing basic processes such as:
 - seeking a variety of print and digital resources.
 - organizing information by topic with a graphic organizer.
 - recognizing and recalling specific vocabulary such as: search engines vs. websites vs. databases, reliability vs. validity, peer reviewed sources, copyright.

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

Learning Targets

- 6th grade: The student will be able to identify, curate, and evaluate both print and digital nonfiction resources within a curriculum specific topic.
- 7th grade: The student will be able to identify, curate, and evaluate both print and digital nonfiction resources with opposing points of view within a curriculum specific topic.
- 8th grade: The student will be able to curate information from print, digital, and peer reviewed nonfiction resources using a variety of tools and curate artifacts within a curriculum specific topic.

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 innovates 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

- 6th grade: The student will be able to exchange ethical resources for others to contribute compare and contrast on an information site.
- 7th grade: The student will be able to exchange ethical resources for others to evaluate.
- 8th grade: The student will be able to exchange and contribute to the understanding of others by providing a variety of ethically curated resources.

Middle School 6-8
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 innovates 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.
- identifying multiple resources to challenge personal understanding.
- recognizing capabilities and skills that can be developed, improved and expanded.

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: genre distinction, award books, book trailers, Destiny Discover reviews.

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

● **Learning Targets**

- 6th grade: The student will be able to identify similarities and differences between library genres.
- 7th grade: The student will be able to reflect and question personal assumptions and misconceptions.
- 8th grade: The student will be able to engage in inquiry based processes for personal growth.

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 innovates 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.
- responding to and reflecting upon challenges within multiple self-directed task.

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

- performing basic processes such as:
 - attempting to construct new or expanding existing knowledge using a growth mindset.
 - recognizing and recalling specific vocabulary such as: design process: identify problem, research, brainstorm, global vs local, analyze, develop solutions, implementation of action step, feedback.

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

Learning Targets

- 6th grade: The student will be able to problem solve through the cycle of design and implementation.
- 7th grade: The student will be able to identify strategies to construct new knowledge.
- 8th grade: The student will be able to apply concepts of design thinking to construct and reflect upon new knowledge.

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 innovates 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.
- accepting feedback for positive and constructive growth.
- actively participating within the learning community.

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

- performing basic processes such as:
 - participating within the 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

- 6th grade: The student will be able to respectfully accept and critique others within the school's learning community.
- 7th grade: The student will be able to co-construct solutions to a challenge within a local learning community.
- 8th grade: The student will be able to collaboratively identify solutions within a global learning community.

Middle School 6-8
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 innovates 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.
- reflecting on ethical processes.

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

- performing basic processes such as:
 - identifying the 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

- 6th grade: The student will be able to identify the need for the ethical use of information.
- 7th grade: The student will be able to identify and evaluate the usage of media as ethical.
- 8th grade: The student will be able to identify, evaluate, and apply ethical standards for the use of information, technology, and media.

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 innovates with the learning goal.

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

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

- 6th grade: The student will be able to demonstrate an understanding of the sharing of intellectual property by citing sources.
- 7th grade: The student will be able to follow the clearly stated policies of the Acceptable User Agreement (AUA).
- 7th grade: The student will be able to co-collaborate using limited identifiers.
- 7th grade: The student will be able to demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 8th grade: The student will be able to apply their understanding of sharing their own intellectual property.

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 innovates 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 with limited identifiers.
- personalizing their use of information and information technologies.

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

- Performing basic processes by:
 - 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

- 6th grade: The student will be able to recognize the need to manage their digital identity and are aware of the permanence of their actions in the digital world.
- 7th grade: The student will be able to evaluate and modify their digital persona.

- 8th grade: The student will be able to cultivate and manage their digital identity, persona, and reputation.

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