

What it looks like by the end of: Grade 10

Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I can think by displaying curiosity and initiative:

- 1 Formulate questions about a personal interest or a curricular topic. **1. I.T.1**
 - . Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research.
 - . Design questions that systematically test a hypothesis or validate a thesis statement.
 - . Develop questions that require making connections between ideas and events.
- 2 Recall prior and background knowledge as a context for new meaning. **1. I.T.2**
 - . Read background information to identify key components of the problem or question.
 - . Identify keywords or synonyms to use in research.
 - . Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest.
 - . Develop questions that require making connections between ideas and events.

I can create by engaging with new knowledge by following a process:

- 1 Use evidence to investigate questions. 1. I.C.1
 - . Identify and prioritize possible sources of information to answer questions.
 - . Evaluate sources based on established criteria.
 - . Recognize that the manner in which information is organized can influence how it is presented and use this understanding to access information effectively.
- 2 Devise and implement a plan to fill knowledge gaps. 1. I.C.2
 - . Read background information to identify key components of the problem or question.
 - . Identify keywords or synonyms to use in research.
 - . Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest.
 - . Develop questions that require making connections between ideas and events.
- 3 Generate products that illustrate learning. 1. I.C.3
 - . Produce ideas and projects that can be applied in real situations.
 - . Produce projects that connect with relevant issues in the local, national, and global communities.
 - . Follow copyright guidelines in generating products and presentations.
 - . Present information accurately.

• **I can share by adapting, communicating, and exchanging learning products with others in a cycle:**

1 Interact with content presented by others. **1. I.S.1**

- Take notes using one or more note-taking strategies, including reflecting on the information.
- Categorize information; add new categories as necessary.
- Interpret information presented in various formats.
- Take the lead in encouraging others to share their ideas and opinions.

2 Provide constructive feedback. **1. I.S.2**

- Analyze alternative perspectives and allow differing points of view.
- Listen respectfully and objectively; offer constructive feedback.
- Contribute ideas, opinions, and questions in a responsible manner.

3 Act on feedback to improve. **1. I.S.3**

Compare new ideas to previous understandings and make changes to a mental framework when appropriate.

Revise work based on feedback from teachers and peers.

4 Share products with an authentic audience. **1. I.S.4**

Present information clearly so that main points are evident.

Use information appropriate to task and audience.

Identify and evaluate the important features needed for a good product.

Investigate and present solutions to real problems.

I can grow by participating in an ongoing inquiry-based process:

1 Continually seek knowledge. 1. I.G.1

Select print, nonprint and digital resources representing a variety of perspectives for academic, personal, and real-world purposes.

Select resources on topics of interest at both comfortable and challenging levels of comprehension

Read a variety of fiction and nonfiction, including international works and authors outside one's own culture.

Apply strategies for making personal and real-world connections with information.

2 Engaging in sustained inquiry. 1. I.G.2

Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems.

Seek and locate information about personal interests, applying the same criteria and strategies used when seeking academic information.

3 Enact new understanding through real-world connections. 1. I.G.3

Apply or adapt conclusions or decisions to new situations.

Draw on understandings to make personal decisions.

Make connections between real life and information gathered through research.

Actively seek valid alternative perspectives when seeking information.

Investigate authors and evaluate points of view of all information sources.

4 Use reflection to guide informed decisions. 1. I.G.4

Modify inquiry focus based on data collected.

Revise questions based on new information.

Modify search strategies to deal with emerging findings.

Determine process for making products and presentations as effective as possible.

Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

I can think by contributing a balanced perspective when participating in a learning community:

1 Articulate an awareness of the contributions of a range of learners. **2. IN.T.1**

Share relevant information to contribute to the learning of others through discussions and presentations.

Contribute opinions and supporting evidence to group deliberations.

Listen to opinions and evidence of others.

Ask and respond to questions in group exchanges of ideas.

2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. **2. IN.T.2**

Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.

Recognize that knowledge can be organized into disciplines that influence the way information is presented.

Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.

3 Describe their understanding of cultural relevancy and placement within the global learning community. **2. IN.T.3**

Produce projects that connect with relevant issues in the local, national, and global communities.

Read a variety of fiction and nonfiction outside of the student's own culture.

Read books that connect to real-world issues.

Actively seek valid alternative perspectives when seeking information.

I can create by adjusting my awareness of the global learning community:

- 1** Interact with learners who reflect a range of perspectives. **2. IN.C.1**
 - Seek ideas and opinions from others.
 - Respect and help groups find and incorporate diverse ideas.
 - Describe ideas of others accurately.
 - Help to organize and integrate contributions of all group members into products.
- 2** Evaluate a variety of perspectives during learning activities. **2. IN.C.2**
 - Recognize the benefits of differing points of view to expand understanding.
 - Identify the presence of bias and explain its effect on the information presented.
 - Pursue a balanced perspective by countering the effect of bias on the accuracy and reliability of information presented.
- 3** Represent diverse perspectives during learning activities. **2. IN.C.3**
 - Validate the authority and authenticity of diverse points of view before using evidence to draw conclusions.
 - Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

I can share by exhibiting empathy with and tolerance for diverse ideas:

- 1** Engage in informed conversation and active debate. **2. IN.S.1**
 - Participate in discussions to analyze information problems and suggest solutions.
 - Explain how a topic or question relates to issues in the real world.
 - Demonstrate understanding of intellectual freedom and First Amendment rights.
 - Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of a community.
- 2** Contribute to discussions in which multiple points of view on a topic are expressed. **2. IN.S.2**
 - Engage with others in discussions and debates around important issues.
 - Seek valid and accurate information on current issues to be able to contribute to group discussions.
 - Solicit and listen respectfully to ideas and opinions of others.
 - Build on ideas of others in discussions.
 - State own opinions respectfully, using evidence.
 - Seek common ground in discussions.
 - Create safe zones without fear of disrespect.

I can grow by demonstrating empathy and equity in knowledge building within the global learning community:

1 Seek interactions with a range of learners. **2. IN.G.1**

Organize and integrate contributions of all group members into information products.

Recognize the benefits of differing points of view for expanding understanding.

Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Engage in safe and ethical use of social networking applications to construct and share ideas and products.

2 Demonstrate interest in other perspectives during learning activities. **2. IN.G.2**

Seek more than one point of view by using diverse sources.

Develop personal views on a topic or issue by taking into account documented evidence and views expressed by others.

Use a range of resources and formats to present information.

Encourage others to share their ideas and opinions.

3 Reflect on one's place within the global learning community. **2. IN.G.3**

Reflect on the question "Where do I fit within this learning community?"

Reflect on the question "What is my role now that I have an informed point of view?"

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

I can think by identifying collaborative opportunities:

1 Demonstrate a desire to broaden and deepen understandings. **3. C.T.1**

Seek ideas and opinions from others.

Describe ideas of others accurately.

Participate in discussions to analyze information problems to suggest solutions.

Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.

Apply conclusions or decisions to new situations.

2 Develop new understandings through engagement in a learning group. **3. C.T.2**

Help groups find and incorporate diverse ideas.

Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.

3 Decide to solve problems informed by group interaction. **3. C.T.3**

Organize and integrate contributions of all group members into products.

Participate in discussions to analyze information problems to suggest solutions.

I can create by participating in personal, social, and intellectual networks:**1 Use a variety of communication tools and resources. 3. C.C.1**

Identify and apply common utilities (e.g., spellcheck, thesaurus, formulas, video clips, sound clips) to enhance communication while complying with all copyright provisions.

Use online environments or other collaborative tools to facilitate the design and development of materials, models, publications, and presentations.

Use interactive tools and websites to collaboratively design products and solve problems.

2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. 3. C.C.2

Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Demonstrate teamwork by working productively with others.

I can share by working productively with others to solve problems:**1 Solicit and respond to feedback from others. 3. C.S.1**

Set clear standards for work and develop criteria for selfassessment or use established criteria (e.g., rubrics, checklists).

Revise work based on ongoing selfassessment and feedback from teachers and peers.

2 Involve diverse perspectives in their own inquiry processes. 3. C.S.2

Find and incorporate diverse ideas when working in groups.

Accurately describe or summarize ideas of others and respond appropriately

Counter the effect of bias on the accuracy and reliability of information.

I can grow by actively participating with others in learning situations:**1** Actively contribute to group discussions. **3. C.G.1**

Seek ideas and opinions from others.

Describe the ideas of others accurately.

Participate in discussions in order to analyze information problems to suggest solutions.

Share reading, viewing, and listening experiences in a variety of ways and formats (e.g., book clubs, interest groups.)

2 Recognize learning as a social responsibility. **3. C.G.2**

Recognize that equitable access to information depends on student responsibility.

Respect guidelines and comply with policies for access in different information environments.

Listen respectfully and when appropriate, offer information and opinions in group discussions.

Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**I can think by acting on an information need:****1** Determine the need to gather information. **4. CU.T.1**

Generate specific questions to focus the purpose of the research.

Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.

Independently pursue answers to self-generated questions.

2 Identify possible sources of information. **4. CU.T.2**

Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.

Use specialized reference materials to find specific and in-depth information.

Use both primary and secondary sources.

3 Make critical choices about information sources to use. **4. CU.T.3**

Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage, and relevance to research questions.

Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.

I can create by gathering information appropriate to the task:

1 Seek a variety of sources. **4. CU.C.1**

Use specialized reference materials to find specific and indepth information.

Use both primary and secondary sources.

Prioritize possible sources of information based on information needs and strengths of different formats.

2 Collect information representing diverse perspectives. **4. CU.C.2**

Identify presence of bias and explain the effect on the information presented.

Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.

3 Systematically question and assess the validity and accuracy of information. **4. CU.C.3**

Design questions that systematically test a hypothesis or validate a thesis statement.

Identify the presence of bias and explain the effect on the information presented.

Critically examine relevant information from a variety of sources to discover relationships and patterns among ideas.

Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.

4 Organize information by priority, topic, or other systematic scheme. **4. CU.C.4**

Categorize information in a variety of formats and add new categories as necessary.

Experiment with devising organizational structures to make sense of information.

I can share by exchanging information resources within and beyond my learning community:

1 Access and evaluate collaboratively constructed information sites. **4. CU.S.1**

Choose collaboratively constructed information sites appropriate to the research need.

Evaluate and select information from collaboratively constructed sites based on established criteria (e.g., copyright, depth of coverage, bias, context, relevance to research questions).

2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work. **4. CU.S.2**

Understand what constitutes plagiarism and refrain from representing others' works as one's own.

Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography.

Abide by copyright guidelines for use of materials not in public domain.

Legally obtain, store, and disseminate text, data, visuals, or sounds.

Engage in safe and ethical use of social networking applications to construct and share ideas and products.

3 Join with others to compare and contrast information derived from collaboratively constructed information sites. **4. CU.S.3**

Recognize similarities and differences among authors writing on the same theme or topic.

Use appropriate organizational patterns to capture point of view and draw conclusions (e.g., cause and effect, compare and contrast).

Compare new ideas to previous understandings and make changes to mental framework where appropriate.

I can grow by selecting and organizing information for a variety of audiences:

- 1** Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. **4. CU.G.1**

Evaluate every source to determine whether the author's point of view has skewed the accuracy of the information presented.

Differentiate between information gathered from sources and original thinking.

Evaluate sources based on criteria (e.g., copyright date, authority of author or publisher, depth of coverage, and relevance).

Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.

- 2** Integrate and depict in a conceptual knowledge network their understanding gained from resources. **4. CU.G.2**

Take notes using one or more note-taking strategies, including reflecting on the information.

Categorize information and add new categories as necessary.

Critically examine and analyze relevant information to discover relationships and patterns among ideas.

Identify main, supporting, and conflicting information using multiple sources to support one's own interpretation or point of view.

- 3** Openly communicate curation processes for others to use, interpret, and validate. **4. CU.G.3**

Explain process for locating and choosing resources for a specific topic.

Demonstrate keyword search strategies used to locate resources on a specific topic.

Develop criteria for resource choices appropriate to a specific purpose and explain to a peer.

Use proper citation format appropriate for the topic.

Use social media tools to share resources.

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

I can think by developing and satisfying personal curiosity:

- 1 Read widely and deeply in multiple formats and write and create for a variety of purposes. **5. E.T.1**
 - Select print, non-print, and digital materials based on personal interests and knowledge of authors.
 - Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues.
 - Assess emotional impact of specific works on the reader or viewer.
 - Express ideas through creative products in multiple formats using a variety of technology tools.
 - Select presentation format to effectively communicate and support a purpose, argument, point of view, or interpretation.
- 2 Reflect and question assumptions and possible misconceptions. **5. E.T.2**
 - Develop questions that challenge previous thinking.
 - Identify misleading information and gaps in information that lead to inaccurate conclusions.
 - Identify the presence of bias and explain the effect on the information presented.
- 3 Engage in inquiry-based processes for personal growth. **5. E.T.3**
 - Seek and locate information about personal interests.
 - With support, adapt personal criteria for selecting resources dependent on the personal learning need.
 - Devise, complete and share independent, unassigned projects.

I can create by constructing new knowledge:

- 1 Problem solve through cycles of design, implementation, and reflection. **5. E.C.1**
 - Follow an inquiry-based process to expand content knowledge, connect academic knowledge to the real world, and pursue personal interests.
 - Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
 - Monitor gathered information, and assess for gaps or weaknesses.
 - With support, participate in opportunities to solve problems through design thinking and system thinking.
- 2 Persist through self-directed pursuits by tinkering and making. **5. E.C.2**
 - Independently pursue information or solve a problem despite challenges.
 - Explore how different tools, materials, or strategies used to solve problems can affect the outcome.
 - Reflect on how struggling to meet a challenge or overcoming an obstacle can influence willingness to take risks in the future.

I can share by engaging with the learning community:

- 1 Express curiosity about a topic of personal interest or curricular relevance. **5. E.S.1**
 - Read voluntarily for pleasure and independently explore various genres.
 - Seek diverse opinions and points of view while critically investigating a topic of personal interest.
 - Select and use a range of familiar and new print and digital resources based on personal interests and academic needs.
- 2 Co-construct innovative means of investigation. **5. E.S.2**
 - Assume different roles within a group to plan and complete an investigation or solve a problem.
 - Reflect on the process, and assess for completeness of investigation.
 - Contribute to a toolkit of strategies and skills for use in future investigations.
- 3 Collaboratively identify innovative solutions to a challenge or problem. **5. E.S.3**
 - Generate and test multiple solutions to real-world challenges generated by selfselected groups.

I can grow by developing through experience and reflections:

- 1 Iteratively respond to challenges. **5. E.G.1**
 - Apply a variety of strategies to solve complex problems.
 - Assess the success or failure of various strategies used to solve complex problems.
 - 2 Recognize capabilities and skills that can be developed, improved, and expanded. **5. E.G.2**
 - Reflect upon personal learning experiences, identify areas of weakness, and create a plan for selfimprovement.
 - Participate in learning opportunities to improve and expand skills.
 - Provide and accept constructive feedback.
 - 3 Open-mindedly accept feedback for positive and constructive growth. **5. E.G.3**
 - Demonstrate the characteristics of appropriate constructive feedback.
 - Acknowledge that feedback is about a product and/or process, but take a critical stance on what will be accepted and what will be rejected.
 - Follow a plan but seek feedback for improving the process or product.
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Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

I can think by following ethical and legal guidelines for gathering and using information:

1 Responsibly apply information, technology, and media to learning. **6. EN.T.1**

Follow copyright guidelines for text, visuals, and music in generating products and presentations.

Practice responsible use of technology and describe personal consequences of inappropriate use.

Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.

2 Understand the ethical use of information, technology, and media. **6. EN.T.2**

With support, choose appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations.

With support, communicate accurate, complete, and unbiased picture of a topic and distinguish between cited and original thinking.

Use digital tools, programs, and websites responsibly and ethically.

Follow copyright guidelines by using only excerpts and crediting the source of all information.

With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view, and listen.

3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. **6. EN.T.3**

With support, develop a set of criteria for the evaluation of a source of information.

With support, identify social and cultural contexts within an information source.

Identify opinion, bias, and misleading information.

I can create by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

1 Ethically use and reproduce others' work. **6. EN.C.1**

Understand what constitutes plagiarism and refrain from representing others' work as one's own.

Demonstrate understanding of intellectual property rights by giving credit for all quotes.

Abide by copyright guidelines (e.g., fair use, Creative Commons) for use of materials.

2 Acknowledge authorship and demonstrate respect for the intellectual property of others. **6. EN.C.2**

Credit all sources properly.

Put information into one's own words rather than simply changing a word or two.

Use quotation marks for all material taken directly from a source.

3 Include elements in personal-knowledge products that allow others to credit content appropriately. **6. EN.C.3**

With guidance, provide information following a variety of citation styles on a product allowing others to credit one's original work.

I can share by responsibly, ethically, and legally sharing new information with a global community:

1 Share information resources in accordance with modification, reuse, and remix policies. **6. EN.S.1**

Acknowledge the sources of information used when modifying, reworking, and remixing multiple sources into an original product by following correct citation formats.

2 Disseminate new knowledge through means appropriate for the intended audience. **6. EN.S.2**

Choose from a variety of products to share information.

With support, consider and use the most appropriate format to share information based on the audience.

I can grow by engaging with information to extend personal learning:

1 Personalize use of information and information technologies. **6. EN.G.1**

Select resources for academic, personal, and real-world purposes.

Use print, non-print, and electronic information resources for information about personal needs.

Apply strategies for making personal and real world connections with information.

2 Reflect on the process of ethical generation of knowledge. **6. EN.G.2**

Develop criteria or use established criteria to assess one's own ethical use of information.

Reflect on one's own ethical and responsible use of information sources.

3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors. **6. EN.G.3**

Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.