

What it looks like by the end of: Grade 12

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**
 - . Formulate essential questions through reading, constructing hypotheses, research questions, and thesis statements.
- 2 Recall prior and background knowledge as a context for new meaning. **1. I.T.2**
 - . Examine prior knowledge to establish a base understanding about a topic and combine with additional information to construct new meaning.
 - . Develop questions that challenge previous thinking.

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

- 1 Use evidence to investigate questions. **1. I.C.1**
 - . Select and evaluate sources appropriate for information needs.
- 2 Devise and implement a plan to fill knowledge gaps. **1. I.C.2**
 - . Develop a detailed plan and self-monitor progress in completing an inquiry project.
 - . Independently modify inquiry focus, questions, and search strategies as needed.
 - . Describe criteria used to make resource decisions and choices.
- 3 Generate products that illustrate learning. **1. I.C.3**
 - . Use the most appropriate format to clearly communicate ideas.
 - . Use details and language that show authority and knowledge of the topic.
 - . Generate products (e.g., research papers, presentations, speeches, art exhibits, multimedia) appropriate for a specific audience other than teacher.

• **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**
 - Integrate new information presented in various formats with previous information or knowledge.
 - Analyze initial synthesis of the findings of others and construct new hypotheses or generalizations if warranted.
- 2 Provide constructive feedback. **1. I.S.2**
 - Provide timely feedback with an opportunity for peer review.
- 3 Act on feedback to improve. **1. I.S.3**
 - Respectfully evaluate and incorporate feedback from instructors and peers.
- 4 Share products with an authentic audience. **1. I.S.4**
 - Use a format that clearly communicates ideas to targeted audiences.
 - Design and implement projects that include participation from diverse groups.
 - Use technology tools to collaborate, publish, and interact with peers, experts, and other realworld audiences.
 - Respond to audience questions that demonstrate authority and knowledge of topic.

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

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

- Make connections between real life and information gathered through research.

Use what has been learned to make decisions or deal with situations in their personal lives.

- Read a variety of fiction and nonfiction for personal and academic purposes.
- Find information about personal interest independently using the same criteria and strategies used to seek academic information.

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

- Use ranges of resources to broaden or deepen perspectives on inquiries.
- Display continuing curiosity through selfgenerated investigation of inquiries.

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

- Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

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

- Review the initial information need to clarify, revise, or refine the questions.
 - Employ various strategies for revising and reviewing work.
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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**

- Identify the value of and differences among potential resources and differing points of view.

Actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued.

When appropriate, defend information brought by others to a group discussion.

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

Explain the impact of context on interpreting information.

Challenge ideas represented and make notes of questions to pursue in additional sources.

Compensate for the effect of point of view and bias by seeking alternative perspectives.

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

Recognize the social, cultural, or other context within which information was created.

Explain the impact of context on interpreting information.

Investigate and evaluate multiple sides of issues, particularly on controversial or culturally based topics.

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**

Model social skills and character traits that advance a team's ability to identify issues and problems and to work together on solutions and products.

Design and implement projects that include participation from diverse groups.

2 Evaluate a variety of perspectives during learning activities. **2. IN.C.2**

Describe criteria used to make decisions and choices about resources.

Ask leading questions that draw out the interests and experiences of others.

Analyze information for prejudice, deception, or manipulation.

Critically examine the soundness and relevance of information.

3 Represent diverse perspectives during learning activities. **2. IN.C.3**

Seek and respond to the different interests and perspectives of group members.

Explore problems or questions for which there are multiple answers or no "best" answer.

Compensate for the effect of point of view and bias by seeking alternative perspectives.

I can share by exhibiting empathy with and tolerance for diverse ideas:**1 Engage in informed conversation and active debate. 2. IN.S.1**

Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.

Participate in the social interchange of ideas through discussions, interest groups, and online sharing.

2 Contribute to discussions in which multiple points of view on a topic are expressed. 2. IN.S.2

Engage in conversations and debate by offering relevant information.

Present complex ideas with clarity and authority.

Listen respectfully, contribute and ask clarifying questions, and take the lead in encouraging others to share their ideas and opinions.

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**

Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.

Work with others to solve problems and make decisions on issues, topics, and themes being investigated.

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

Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.

Encourage others to share their ideas and opinions.

Challenge the thinking of groups to move them toward better decision making.

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

Reflect on the questions, "How has my own thinking changed or improved from my interaction with others and their differing opinions and insights?"

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**
 - Offer and defend information brought to the group.
 - Seek consensus from a group, when appropriate, to achieve a stronger product.
 - Model social skills that advance a team's ability to identify issues and problems and work on solutions.
 - Work with others to solve problems and make decisions on issues, topics, and themes being investigated.
 - Use what has been learned to make decisions or deal with situations in personal life.
- 2 Develop new understandings through engagement in a learning group. **3. C.T.2**
 - Organize and integrate contributions of all group members into products.
 - Interact with diverse groups on a variety of projects.
- 3 Decide to solve problems informed by group interaction. **3. C.T.3**
 - Respond to the different interests and perspectives of members of a group.
 - Recognize changes of opinion that result from exposure to different ideas of others in the group.

I can create by participating in personal, social, and intellectual networks:

- 1 Use a variety of communication tools and resources. **3. C.C.1**
 - Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.
 - Use technology tools to collaborate, publish, and interact with peers and real-world audiences.
 - Prepare and deliver a professional presentation to audiences outside of school.
 - Serve as a mentor for others who want to use information technology.
 - Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas.
- 2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. **3. C.C.2**
 - Model social skills that advance a team's ability to identify issues and problems and to work together on solutions and products.
 - Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.

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

Employ various strategies for revising and reviewing work.

Identify strengths, assess inquiry processes and products, and set goals for improvement.

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

Analyze information for prejudice, deception, or manipulation.

Compensate for the effect of point of view and bias by seeking alternative perspectives.

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

Offer and defend information brought to the group.

Work with others to solve problems and make decisions on issues and topics being investigated.

Help to organize and integrate contributions of all group members.

Seek consensus from a group, when appropriate, to achieve a stronger product.

Participate in the social interchange of ideas (e.g., book discussions, interest groups, online sharing).

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

Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas and knowledge.

Create products that have the quality and applicability to be used in the real world.

Apply group decision making to situations of larger democratic values, such as equity, freedom, and responsibility.

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

Explore problems or questions for which there are multiple answers.

Review the initial information need to clarify, revise, or refine the questions.

Recognize that the purpose of an inquiry determines the type of questions and thinking required (e.g., defend a position in an historical context, design questions to test a hypothesis).

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 both primary and secondary sources.

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

Identify the value of and differences among potential resources in a variety of formats.

Use various search systems to retrieve information in a variety of formats.

Explain criteria used to make resource decisions and choices.

Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

I can create by gathering information appropriate to the task:

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

Describe criteria used to make resource decisions.

Use various search systems to retrieve information in a variety of formats.

Seek and use a variety of specialized resources available from libraries, the web, and the community.

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

Challenge ideas represented and make notes of questions to pursue in additional sources.

Analyze information for prejudice, deception, or manipulation.

Investigate different points of view encountered, and determine whether and how to incorporate or reject these points of view.

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

Identify the value of and differences among potential resources in a variety of formats.

Use various search systems to retrieve information in a variety of formats.

Explain criteria used to make resource decisions and choices.

Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

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

Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

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**

Identify the value of and differences among potential collaboratively constructed information sites.

Use consciously selected criteria to determine whether information from collaboratively constructed sites contradicts or verifies information from other sources.

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

Responsibly and ethically use programs, websites, and social networks.

Analyze the costs and consequences of unethical use of information and identify ways of addressing those risks.

Present information ethically by distinguishing between cited information and original thinking.

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

Derive multiple perspectives on the same themes by comparing and contrasting different literary and informational texts.

Identify universal themes in various forms of creative expressions and identify similarities and differences in cultural approaches to those themes.

Develop graphic organizers and hierarchical classifications to compare and contrast big ideas and related details.

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**

Find information that credibly represents all relevant perspectives on a research topic.

Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information.

Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.

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

Integrate new information presented in various formats with previously obtained information.

Build a conceptual framework by synthesizing ideas gathered from multiple sources.

Analyze initial findings and construct new hypotheses if needed.

Create a system to organize information.

Analyze the structure and logic of supporting arguments.

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

Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understanding with others.

Create a plan of action for a research project and share with peers in order to receive feedback and refine the plan.

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**
 - Routinely read, view, and listen for personal enjoyment, in order to learn, solve problems, and explore different ideas.
 - Read widely to develop a global perspective and understand different cultural contexts.
 - Connect universal themes and ideas presented in various formats to the human experience.
 - Create original products using a variety of technology tools to express personal learning.
 - Use the most appropriate format to clearly communicate ideas to targeted audiences.
- 2 Reflect and question assumptions and possible misconceptions. **5. E.T.2**
 - Analyze the structure and logic of supporting arguments.
 - Analyze information for prejudice, deception, or manipulation.
 - Determine whether and how to incorporate or reject different points of view encountered.
- 3 Engage in inquiry-based processes for personal growth. **5. E.T.3**
 - Read, view, and listen to solve problems and explore ideas of personal interest.
 - Adapt personal criteria for selecting resources dependent on the personal learning need.
 - Independently devise, complete, and share personal learning projects.

I can create by constructing new knowledge:**1 Problem solve through cycles of design, implementation, and reflection. 5. E.C.1**

Independently, follow an inquiry-based process to investigate to deepen content knowledge, and pursue personal interests.

Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required.

Review the initial information need to clarify, revise, or refine the questions.

Explore problems for which there are multiple answers or no “best” answer.

Actively pursue and 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

Demonstrate willingness to pursue information or solve a problem despite challenges or obstacles.

Demonstrate how different tools, materials, or strategies used to solve problems can affect the outcome.

Reflect on how challenges or obstacles encountered will affect future learning experiences.

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 in a range of genres maintaining personal reading logs.

Explore various information formats and literary genres to meet personal needs.

Satisfy personal information needs using a range of resources.

Demonstrate evidence of seeking different views and opinions on topics of interest.

2 Co-construct innovative means of investigation. 5. E.S.2

Assume a leadership role within a group to plan and complete an investigation or solve a problem.

Reflect on the process, assess for completeness of investigation, and identify areas for improvement.

Utilize a collaboratively developed toolkit of strategies and tools for use in future investigations.

3 Collaboratively identify innovative solutions to a challenge or problem. 5. E.S.3

Model social skills and character traits that advance a team’s ability to identify and work together to create multiple solutions to real-world issues and problems.

I can grow by developing through experience and reflections:

1 Iteratively respond to challenges. **5. E.G.1**

Analyze complex problems in order to determine what strategies to use.

Assess the usefulness of various strategies used to solve complex problems.

2 Recognize capabilities and skills that can be developed, improved, and expanded. **5. E.G.2**

Develop a detailed plan and self-monitor progress in completing high-quality work in a timely manner.

Actively seek learning opportunities to improve and expand skills.

Independently, provide and accept constructive feedback.

3 Open-mindedly accept feedback for positive and constructive growth. **5. E.G.3**

Provide appropriate constructive feedback when asked.

Acknowledge constructive feedback but take a critical stance on what will be accepted and what will be rejected.

Adapt a plan for inquiry or solving a problem based on feedback for improving the process or product.

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**

Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.

Credit all sources properly.

Respect privacy of others.

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

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

Communicate accurate, complete, and unbiased picture of a topic and clearly distinguish between cited and original thinking.

Observe web safety procedures including safeguarding personal information, displaying ethical behavior toward others, and following legal guidelines in use of materials

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**

Develop a set of criteria for the evaluation of a source of information.

Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.

Recognize the social, cultural, or other context within which the information was created, and explain the impact of context on interpreting the 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**

Refrain from representing others' work as one's own.

Use appropriate formats for internal citations and works cited.

Abide by copyright guidelines for use of all materials.

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

Provide credit and citations in proper bibliographic format.

Put information into one's own words, and use quotation marks for all materials taken directly from a source.

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

Demonstrate understanding for the need and process of copyrighting one's own work.

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**

Independently 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**

Independently choose from a variety of products to share information.

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**

Find information about personal interests independently, using the same criteria and strategies used to seek academic information.

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

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

Independently 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**

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