

# Grades 11-12

## Inquiry and Design Thinking

### 1.1 Connect

1. Exploring Background Information to Refine Research Topic [11-12.1](#)
    1. Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources [11-12.1](#)
    2. Gathering Context about your Research Topic [11-12.2](#)
      2. Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources [11-12.2](#)
    3. Selecting Complex Research Problems or Questions [11-12.3](#)
      3. Explores problems or questions for which there are multiple answers or no “best” answer [11-12.3](#)
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### 1.1 Wonder

4. Refining Research Questions [11-12.4](#)
    4. Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives [11-12.4](#)
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### 1.1 Investigate – Organization

#### 1.1 Investigate – Sources

5. Using Search Engines Effectively [11-12.5](#)
  5. Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions [11-12.5](#)
6. Finding Information from Alternative Perspectives [11-12.6](#)
  6. Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives [11-12.6](#)
7. Primary and Secondary Source Comparison [11-12.7](#)
  7. Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail [11-12.7](#)

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## 1.1 Investigate – Evidence

8. Comparing Information in Diverse Sources [11-12.8](#)
  8. Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives [11-12.8](#)
9. Analyzing the Impact of Bias on Information [11-12.9](#)
  9. Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias [11-12.9](#)
10. Evaluating the Truth and Misinformation in Media [11-12.10](#)
  10. Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites) [11-12.10](#)
11. Evaluating Evidence Checklist [11-12.11](#)
  11. Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites) [11-12.11](#)
12. Points of View/Perspectives/ Actions [11-12.12](#)
  12. Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites) [11-12.12](#)
13. Evaluating Digital Evidence [11-12.13](#)
  13. Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites) [11-12.13](#)
14. Impact of Point of View, Perspective, and Purpose on Information Evaluation of Sources in Bibliography and Citations in Final Product [11-12.14](#)

Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

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## 1.1 Investigate – Making Sense of Information and Notetaking

- 15. Questioning and Challenging the Text 11-12. 15
  - 15. Challenges ideas in text and makes notes of questions to pursue in additional sources 11-12. 15
- 16. Reflective Notetaking 11-12. 16
  - 16. Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product 11-12. 16

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## 1.1 Construct

- 17. Developing a Line of Argument 11-12. 17
  - 17. Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence 11-12. 17
- 18. Concept Maps for Organizing Thinking 11-12. 18
  - 18. Builds a conceptual framework by synthesizing ideas gathered from multiple sources 11-12. 18
- 19. Supporting an Opinion, Perspective, Claim 11-12. 19
  - 19. Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning 11-12. 19

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## 1.1 Express

### Evaluation and Feedback on Draft Presentation or Product

Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence

- 20. Communicating Ideas to an Audience 11-12.20
  - 20. Publishes final product for an authentic audience and real-world application 11-12.20

### Evaluation of Final Product

Publishes final product for an authentic audience and real-world application

- 21. Self-Assessment During Inquiry Process 11-12.21
  - 21. Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary 11-12.21
- 22. Using Feedback to Revise My Work 11-12.22
  - 22. Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary 11-12.22

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## 1.1 Reflect

### 23. Self-Assessment 11-12.23

23. Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future 11-12.23
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## 1.2 Design Thinking

### Observation

Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)

### 24. Design Process Log Evaluation of Final Product 11-12.24

24. Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact 11-12.24
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## Multiple Literacies

### 2.1 Response to Literature

#### Observation

Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)

#### Book Checkout

Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)

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### 2.1 Visual Literacy

### 25. Evaluation and Interpretation of Visuals 11-12.25

25. Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality 11-12.25
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### 2.1 Media Literacy

### 26. Using Social Media Responsibly 11-12.26

26. Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others 11-12.26

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## 2.2 Multiple Literacy Presentation

- 27. Revision of Multiple Literacy Presentations 11-12.27
    - 27. Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth 11-12.27
  - 28. Effective Presentations 11-12.28
    - 28. Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an “expert” or “professional” stance 11-12.28
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## Social and Civic Responsibility

### 3.1 Learning from Diverse and Credible Points of View

- 29. Evaluating Different Types of Media 11-12.29
    - 29. Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos) 11-12.29
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### 3.1 Civic Reasoning

#### Observation

Demonstrates tolerance for different viewpoints

#### Class Discussion

Demonstrates tolerance for different viewpoints

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### 3.2 Collaboration

#### Observation

Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences

#### Evaluation of Final Product

Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences

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### 3.3 Intellectual Property Rights

#### Evaluation of Final Product

Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary

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### 3.3 Safe and Ethical Use of Technology

#### 30. Unethical Uses of Information Technology 11-12.30

- 30. Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks 11-12.30
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## Personal Growth and Agency

### 4.1 Personal Exploration and Independent Reading and Learning

#### Book Checkout

Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career

#### Observation

Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career

#### Observation

Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

#### Book Checkout

Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

#### Conversation

Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

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### 4.1 Social and Emotional Growth

#### Conversation

Develops a growth mindset [self-management]

#### Observation

Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]

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## **4.2 Self-Identity and Confidence**

### Observation

Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

### Class Discussion

Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

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## **4.2 Commitment to Act**

### Observation

Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well