

Grades 9-10

INQUIRY AND DESIGN THINKING 1

Connect

- 1 Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research 1.1
 - 2 Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest 1.2
 - 3 Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry 1.3
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Wonder

- 4 Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue) 1.
- 5 Plans inquiry to test hypothesis systematically or gather evidence to validate thesis 1.5

Investigate

- 6 Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [1.6](#)
- 7 Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources [1.7](#)
- 8 Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness [1.8](#)
- 9 Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view [1.9](#)
- 10 Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias [1.10](#)
- 11 Analyzes the impact of point of view, perspective, and purpose of the information provided by a source [1.11](#)
- 12 Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information [1.12](#)
- 13 Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps) [1.13](#)

Construct

- 14 Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [1.14](#)
- 15 Draws clear and appropriate conclusions supported by evidence and examples [1.15](#)

Express

- 16 Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience [1.16](#)
- 17 Cites all sources used according to standard style formats [1.17](#)
- 18 Embeds citations to specific information, visuals, or sound when appropriate [1.18](#)

Reflect

- 19 Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. [1.19](#)

Design Thinking

- 20 Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement [1.20](#)
 - 21 Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/ model when needed, and determining the validity of the hypothesis or the quality of the model [1.21](#)
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MULTIPLE LITERACIES [2](#)

2 MULTIPLE LITERACIES [2](#)

Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products) [2.1](#)

- 1 Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products) [2.1](#)

Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning [2.2](#)

- 2 Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning [2.2](#)

Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) [2.3](#)

- 3 Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) [2.3](#)
-

Retrieves and uses images, sound, and visual media according

- 4 Retrieves and uses images, sound, and visual media according to ethical and legal standards [2.4](#)

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SOCIAL AND CIVIC RESPONSIBILITY 3

Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives 3.1

3 SOCIAL AND CIVIC RESPONSIBILITY 3

1 Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives 3.1

Curates and shares valuable resources with peers 3.2

2 Curates and shares valuable resources with peers 3.2

Abides by the Acceptable Use Policy in all respects 3.3

3 Abides by the Acceptable Use Policy in all respects 3.3

Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying 3.4

4 Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying 3.4

PERSONAL GROWTH AND AGENCY 4

4 PERSONAL GROWTH AND AGENCY 4

Identifies social media contexts that are of personal interest, determines the content and “rules of engagement” for each, joins or accesses each appropriately (e.g., finding people to follow

1 Identifies social media contexts that are of personal interest, determines the content and “rules of engagement” for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context 4.1

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Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] 4.2

2 Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] 4.2

Demonstrates respect and empathy for diverse people and perspectives [social awareness] 4.3

3 Demonstrates respect and empathy for diverse people and perspectives [social awareness] 4.3

Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own 4.4

4 Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own 4.4

Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas 4.5

5 Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas 4.5