

# Grades 9-10

## Inquiry and Design Thinking

### 1.1 Connect

1. Identifying Key Words, Concepts, Synonyms, and Related Terms [9-10.1](#)
  1. Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [9-10.1](#)
2. Mind Mapping [9-10.2](#)
  2. Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [9-10.2](#)
3. Narrowing Down a Large Topic [9-10.3](#)
  3. Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [9-10.3](#)
4. Narrowing Down a Large Topic – Example [9-10.4](#)
  4. Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [9-10.4](#)
5. Connecting to a Manageable Topic [9-10.5](#)
  5. Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [9-10.5](#)

---

## 1.1 Wonder

6. Developing Focus Questions at Different Levels of Thought 9-10.6
  6. 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) 9-10.6
7. Refining Research Questions 9-10.7
  7. 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) 9-10.7
8. Investigating Ideas 9-10.8
  8. 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) 9-10.8
9. Gathering Evidence to Support Thesis 9-10.9
  9. Plans inquiry to test hypothesis systematically or gather evidence to validate thesis 9-10.9
10. Gathering Evidence to Support Thesis - Example 9-10.10
  10. Plans inquiry to test hypothesis systematically or gather evidence to validate thesis 9-10.10

---

## 1.1 Investigate – Organization

---

## 1.1 Investigate – Sources

11. Using Organizational Features of a Book to Locate Information 9-10.11
  11. 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 9-10.11
12. Advanced Web Searching 9-10.12
  12. 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 9-10.12
13. Advanced Searching - Review 9-10.13
  13. 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 9-10.13
14. Source Comparison 9-10.14
  14. 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 9-10.14

---

## 1.1 Investigate – Evidence

15. Evaluating Evidence Checklist 9-10.15
  15. Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view 9-10.15
16. Points of View/Perspectives/Actions 9-10.16
  16. Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view 9-10.16
17. Evaluating Digital Evidence 9-10.17
  17. Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias 9-10.17
18. Impact of Point of View, Perspective, and Purpose on Information 9-10.18
  18. Analyzes the impact of point of view, perspective, and purpose on the information provided by a source 9-10.18

---

## 1.1 Investigate – Making Sense of Information and Notetaking

19. Questioning and Challenging the Text 9-10.19
  19. Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information 9-10.19
20. Learning Logs for Reflective Notetaking 9-10.20
  20. 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) 9-10.20
21. Reflective Notetaking 9-10.21
  21. 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) 9-10.21
22. Notetaking to Answer Questions 9-10.22
  22. 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) 9-10.22
23. Notetaking Grid 9-10.23
  23. 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) 9-10.23
24. Notes on Main Ideas and Supporting Evidence 9-10.24
  24. 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) 9-10.24
25. Notes on Main Ideas and Supporting Evidence - Example 9-10.25
  25. 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) 9-10.25

---

## 1.1 Construct

- 26. Concept Map 9-10.26
  - 26. Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered 9-10.26
- 27. Concept Maps for Organizing Thinking 9-10.27
  - 27. Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered 9-10.27
- 28. Cause-Effect Chart 9-10.28
  - 28. Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered 9-10.28
- 29. Organizing Information - Rubric 9-10.29
  - 29. Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered 9-10.29
- 30. Drawing Conclusions from Looking at Multiple Perspectives 9-10.30
  - 30. Draws clear and appropriate conclusions supported by evidence and examples 9-10.30
- 31. Drawing Conclusions Supported by Evidence 9-10.31
  - 31. Draws clear and appropriate conclusions supported by evidence and examples 9-10.31

---

## 1.1 Express

- 32. Communicating Ideas to an Audience 9-10.32
  - 32. Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience 9-10.32
- 33. Bibliography Worksheet 9-10.33
  - 33. Cites all sources used according to standard style formats 9-10.33

### Assessment of Final Product

Embeds citations to specific information, visuals, or sound when appropriate

- 34. Individual Experience of Inquiry 9-10.34
  - 34. 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. 9-10.34

---

## 1.2 Design Thinking

35. Design Process Log 9-10.35

35. Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement 9-10.35

35. Design Process Log 9-10.35

35. 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 9-10.35

---

## Multiple Literacies

### 2.1 Response to Literature

Observation

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

Conversation

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

---

### 2.1 Visual Literacy

36. Gathering Information Through Analysis of Visuals 9-10.36

36. 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 9-10.36

---

### 2.1 Media Literacy

37. Evaluating the Truth and Misinformation in Media 9-10.37

37. 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) 9-10.37

---

### 2.2 Multiple Literacy Presentation

Assessment of Final Product

Retrieves and uses images, sound, and visual media according to ethical and legal standards

---

## Social and Civic Responsibility

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

---

### 3.1 Civic Reasoning

38. Historical Perspective Taking / Empathy 9-10.38

38. 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 9-10.38

---

### 3.2 Collaboration

Observation

Curates and shares valuable resources with peers

---

### 3.3 Intellectual Property Rights

#### 3.3 Safe and Ethical Use of Technology

Observation

Abides by the Acceptable Use Policy in all respects

39. Netiquette 9-10.39

39. 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 9-10.39

---

## Personal Growth and Agency

### 4.1 Personal Exploration and Independent Reading and Learning

40. Participating in Social Media Platforms 9-10.40

40. 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 9-10.40

---

#### 4.1 Social and Emotional Growth

##### Observation

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

##### Class Discussion

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

#### 41. Historical Perspective Taking / Empathy 9-10.41

41. Demonstrates respect and empathy for diverse people and perspectives [social awareness] 9-10.41

##### Class Discussion

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

##### Observation

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

---

#### 4.2 Self-Identity and Confidence

##### Observation

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

##### Class Discussion

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

---

#### 4.2 Commitment to Act

##### Collaborative Assessment of Student

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

##### Actions and Projects

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