

What it looks like by the end of: Grade 8

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**
 - . Write questions independently based on key ideas or areas of focus.
 - . Refine questions based on the type of information needed.
 - . Pose questions that focus on “How do we know what we know?”
- 2 Recall prior and background knowledge as a context for new meaning. **1. I.T.2**
 - . State what is known about a topic, problem, or question and make connections to prior knowledge.
 - . Identify keywords about a topic, problem, or question to use as search terms.
 - . Gather background information from a variety of sources.

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

- 1 Use evidence to investigate questions. **1. I.C.1**
 - . Analyze what is already known, or what is observed or experienced, to predict answers to inquiry questions.
 - . Determine what information is needed to support an investigation and answer questions.
 - . Evaluate and select information based on established criteria.
- 2 Devise and implement a plan to fill knowledge gaps. **1. I.C.2**
 - . Determine what information is needed to support an investigation and answer questions.
 - . Make changes to original focus and questions based on information collected.
 - . Identify alternate strategies to find needed information.
 - . Generate additional questions and use additional resources to deepen knowledge.
- 3 Generate products that illustrate learning. **1. I.C.3**
 - . Create products that incorporate writing, visuals, and other forms of media to convey message and main points.
 - . Follow legal and ethical guidelines when creating products and presentations.

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**
 - . Offer information and opinions at appropriate times in group discussions.
 - . Explain the effect of different perspectives on the information.
 - . Listen respectfully, contribute to the discussion, and ask clarifying questions.
- 2 Provide constructive feedback. **1. I.S.2**
 - . Offer information and opinion at appropriate times in group discussions.
 - . Encourage team members to share ideas and opinions.
- 3 Act on feedback to improve. **1. I.S.3**
 - . Ask questions of others in a group to elicit their information and opinions.
 - . Ask for help in revising and editing products when needed.
- 4 Share products with an authentic audience. **1. I.S.4**
 - . Select presentation form based on audience and purpose.
 - . Present solutions to problems using modeled examples.

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

- 1 Continually seek knowledge. **1. I.G.1**
 - Select a variety of credible resources in different formats relevant to personal interests and academic needs.
 - Read a variety of fiction and nonfiction for personal interest and growth.
- 2 Engaging in sustained inquiry. **1. I.G.2**
 - Analyze different points of view discovered in various sources.
 - Determine patterns and discrepancies by comparing and combining information from different sources.
 - Assess the importance of ideas by comparing treatment in multiple sources.
 - Interpret information and ideas by using organizational patterns to draw conclusions.
 - Form opinions and judgements backed by supporting evidence.
- 3 Enact new understanding through real-world connections. **1. I.G.3**
 - Use real-world examples to establish authenticity.
- 4 Use reflection to guide informed decisions. **1. I.G.4**
 - Evaluate information before using it to make decisions.
 - Reflect on what was learned about the process itself in order to identify areas of improvement.
 - Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

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**
 - Offer information and opinions at appropriate times in group discussions.
 - Encourage others to share ideas and opinions.
 - Accurately describe or summarize the ideas of others.
- 2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 2. **IN.T.2**
 - Recognize that information has a point of view.
 - Evaluate and select information based on its usefulness, accuracy, currency, authority, and point of view.
 - Form opinions and judgements backed up by supporting evidence.
- 3 Describe their understanding of cultural relevancy and placement within the global learning community. 2. **IN.T.3**
 - Recognize that information can have a social or cultural context.
 - Curate information that represents different points of view about a research topic.
 - Connect ideas reflected in various resources to one's own life experiences.
 - Seek sources written by authors from other parts of the world.

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**
 - Encourage group members to share ideas and opinions.
 - Ask questions of others in a group to elicit information and opinions.
- 2 Evaluate a variety of perspectives during learning activities. 2. **IN.C.2**
 - Analyze different points of view from different sources and other learners.
 - Select a variety of credible sources in different formats relevant to research needs.
 - Seek alternative perspectives before making decisions or drawing conclusions.
- 3 Represent diverse perspectives during learning activities. 2. **IN.C.3**
 - Identify misconceptions when new information conflicts with previously held opinions.
 - Utilize and embed different perspectives and points of view in discussions and products.

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

Consider evidence and point of view of others when forming personal opinions.

Present conclusions that are clearly articulated and supported by evidence.

Practice responsible and ethical use of information sources.

Participate in a problem-solving process in a group.

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

Actively engage with others by using appropriate discussion techniques.

Offer relevant information and opinions at appropriate times in group discussions.

Make sure that underrepresented points of view are heard.

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**

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

Explain the effect of different points of view on information gathered.

Use interactive tools to exchange data collected and collaborate to solve problems.

Responsibly and safely, use social networking tools to share ideas and information and collaborate with others.

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

Read with purpose to explore new ideas.

Use a variety of keyword search strategies, search engines and databases to pursue multiple perspectives.

Seek diverse opinions and points of view while investigating a topic of personal interest.

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

Through discussion and self-assessment, reflect on the question "Where do I fit within this learning community?"

Through discussion and self-assessment, reflect on the question "Who can offer a new perspective on this concept or idea?"

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**
 - Ask questions of others in a group to elicit their information and opinions.
 - Seek more than one point of view by using diverse sources.
 - Read with purpose to investigate new ideas for classroom learning and personal exploration.
- 2 Develop new understandings through engagement in a learning group. **3. C.T.2**
 - Work in selfmanaged teams to understand concepts and solve problems.
 - Formulate a solution with whole-group participation.
- 3 Decide to solve problems informed by group interaction. **3. C.T.3**
 - Work in selfmanaged teams to understand concepts and solve problems.
 - Formulate a solution with the whole group participation.
 - Use interactive tools and websites to solve problems with peers.

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

- 1 Use a variety of communication tools and resources. **3. C.C.1**
 - Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions.
 - Use interactive tools to participate as a group in analyzing and organizing information.
 - Identify and apply common productivity tools and features to plan, create, and edit a variety of documents and presentations.
 - Use interactive tools to collaboratively design products and solve problems with peers, experts, and other audiences.
 - Responsibly and safely use social networking tools to share information and ideas.
 - With guidance, use social networking tools to create and share information.
- 2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. **3. C.C.2**
 - Observe and analyze an experience or demonstration which introduces a topic, problem, or question to gather background information.
 - Participate in a problem-solving process with a group.

I can share by working productively with others to solve problems:

1 Solicit and respond to feedback from others. **3. C.S.1**

Follow a plan of work but seek feedback for improving the process.

Ask the question “How can I get feedback on my process and final product to use in my next inquiry project?”

Offer information and opinions in group discussions, when appropriate.

Consider the views and opinions of others in developing or modifying personal opinions on a particular topic or issue.

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

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

Explain the effect of different points of view on information gathered.

I can grow by actively participating with others in learning situations:

1 Actively contribute to group discussions. **3. C.G.1**

Listen attentively and share ideas/opinions in group discussions.

Ask questions of others in a group to elicit information and opinions.

Encourage others to share ideas and opinions and ensure underrepresented points of view are heard.

Engage in conversations and debate by offering relevant information.

Ensure that in group discussions shared ideas are investigated thoroughly.

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

Work in selfmanaged teams to designate roles in a group project.

Articulate the importance of intellectual freedom.

Differentiate clearly between information gathered from sources and original thinking.

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

Determine what information is needed to support an investigation and answer questions.

Refine questions depending on the type of information needed (e.g., overview, big idea, specific detail, cause and effect, comparison).

Seek opportunities to explore personal interests and questions.

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

Locate appropriate nonfiction resources by using the library's classification scheme.

Recognize the organization and use of special sections in the library (e.g., reference, reserve books, special collections).

Use an expanding range of resources and formats.

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, comprehensiveness, readability, and alignment to determine usefulness in meeting research needs.

I can create by gathering information appropriate to the task:

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

Locate appropriate nonfiction resources by using the library's classification system.

Select a variety of credible sources in different formats relevant to research needs.

Read from or listen to a variety of increasingly complex informational, literacy, and multicultural texts.

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

Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view.

Seek information from different sources to get balanced points of view.

Explain the effect of different perspectives (points of view) on the information.

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

Identify main ideas and find supporting examples, definitions, and details.

Use additional resources to verify conflicting information.

Identify misleading information and gaps in information that lead to inaccurate conclusions.

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

Combine and categorize information by using a variety of formats (e.g., outline, mind map) to show connections among ideas.

Use common organizational patterns to organize information and draw conclusions.

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**

Use grade-level appropriate collaboratively constructed information sites to answer questions.

Evaluate and select information from collaboratively constructed sites based on provided criteria (e.g., usefulness, currency, accuracy, authority, point of view).

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

Document quotations and cite sources using correct bibliographic format.

Follow copyright guidelines by using only excerpts and crediting the source of all text, visuals, and music.

Follow ethical guidelines by presenting only accurate and valid information.

Responsibly and safely use social networking tools to share information and ideas.

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

Compare and contrast points of view on a topic and discuss what effects the different perspectives have on the information.

Determine patterns and discrepancies by comparing and contrasting information found in different sources.

Compare and contrast two literary texts (e.g., story elements, writing styles, genres).

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**

Create products that incorporate writing, visuals, and other forms of media to convey message.

Use interactive tools to participate as a group in analyzing and organizing information.

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

Evaluate, paraphrase, and summarize information using various note-taking strategies.

Use both facts and opinions responsibly by identifying and verifying them.

Interpret information and ideas by defining, classifying, and inferring from information gathered.

Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

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

Explain the library's classification system and demonstrate how it can be used to locate appropriate resources.

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

Participate in a group to develop a set of criteria for selecting resources.

Demonstrate proper citation format appropriate for the topic (e.g., MLA, APA, Chicago, etc.).

Explain choices of technology tools to retrieve and organize information.

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**
 - Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
 - Independently locate and select information for personal, hobby, or vocational interests.
 - Respond to images and feelings evoked by a literary work.
 - Create products that incorporate writing, visuals, and other forms of media to convey message and main points.
 - Experiment with various types of technology tools for artistic and personal expression.
 - Share reading, listening, and viewing experiences in a variety of ways and formats.
- 2 Reflect and question assumptions and possible misconceptions. **5. E.T.2**
 - Seek more than one point of view by using diverse sources.
 - Explain the effect of different perspectives on the information collected.
- 3 Engage in inquiry-based processes for personal growth. **5. E.T.3**
 - Seek out resources to answer personal questions.
 - Use personal criteria for selecting resources to meet personal learning needs
 - With support, 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 ask questions, investigate answers, and develop new understandings for personal or academic learning activities.
 - Refine questions based on type of information needed (e.g., overview, specific detail, big idea, comparison, cause and effect).
 - Modify search strategies to accommodate new information or gaps.
 - Participate in hands-on activities to solve problems.
- 2 Persist through self-directed pursuits by tinkering and making. **5. E.C.2**
 - Continue to pursue information or solve a problem despite challenges.
 - Try different tools, materials, or strategies to identify alternate solutions to problems.
 - Articulate how struggling to meet challenges and overcoming obstacles can deepen the learning experience.

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.
 - With support, explore various genres.
 - With support, seek diverse opinions and points of view while critically investigating a topic of personal interest.
 - With support, 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**
 - Assign and perform roles within a group based on personal strengths.
 - Collaboratively develop a plan to progress through an inquiry process or to solve a problem.
 - Collaboratively carry out an investigation following an inquiry plan.
 - Reflect as a group on success of plan to complete investigation or solve a problem.
- 3 Collaboratively identify innovative solutions to a challenge or problem. **5. E.S.3**
 - With support, 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**
 - Identify multiple pathways to knowledge when confronted with an obstacle or problem.
 - Apply a variety of strategies to solve problems.
 - Examine the success or failure of strategies used to solve problems in order to determine which strategies might be more effective in solving future problems.
 - 2 Recognize capabilities and skills that can be developed, improved, and expanded. **5. E.G.2**
 - Reflect upon personal learning experiences and identify areas for selfimprovement.
 - With support, participate in learning opportunities to improve and expand skills.
 - With support, provide and accept constructive feedback.
 - 3 Open-mindedly accept feedback for positive and constructive growth. **5. E.G.3**
 - Practice providing appropriate constructive feedback.
 - Recognize that feedback is about a product and/or process, and internalize suggestions for growth.
 - Follow a plan of work but seek feedback for improving the process.
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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**
 - With support, provide reference citations for all direct quotations and cite sources.
 - With support, select and use digital tools and websites appropriately.
 - Avoid plagiarism by rephrasing information in one's own words.
- 2 Understand the ethical use of information, technology, and media. **6. EN.T.2**
 - With support, clearly differentiate between information gathered from sources, original thinking, and conclusions.
 - With support, use digital tools, programs, and websites responsibly and ethically.
 - With support, follow copyright guidelines by using only excerpts and crediting the source of all information.
 - Follow ethical guidelines by presenting only accurate and valid 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**
 - Evaluate a source based on a provided set of criteria
 - With guidance and support, identify social and cultural contexts within an information source.
 - Use a variety of sources to verify facts.
 - With support, identify opinions, 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**
 - Avoid plagiarism by rephrasing information in one's own words.
 - With support, give appropriate credit in source list or simple bibliography.
- 2 Acknowledge authorship and demonstrate respect for the intellectual property of others. **6. EN.C.2**
 - With support, document quotations and cite sources using correct bibliographic format.
 - Accurately represent the information gathered.
- 3 Include elements in personal-knowledge products that allow others to credit content appropriately. **6. EN.C.3**
 - Provide appropriate information following a standard bibliographic format 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

Recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.

- 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 guidance, consider 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

With support, develop personal criteria for choosing an information source that matches interests and needs.

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

With support, develop a set of criteria to assess one's own ethical use of information.

Self-evaluate ethical and responsible use of programs and websites.

- 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.