

Grades 11-12

INQUIRY AND DESIGN THINKING 1

Connect

- 1 Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources [1.1](#)
 - 2 Explores problems or questions for which there are multiple answers or no “best” answer [1.2](#)
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Wonder

- 3 Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives [1.3](#)
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Investigate

- 4 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 [1.4](#)
- 5 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 [1.5](#)
- 6 Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail [1.6](#)
- 7 Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives [1.7](#)
- 8 Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias [1.8](#)
- 9 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 nonlinearly (using embedded links and multiple sites) [1.9](#)
- 10 Challenges ideas in text and makes notes of questions to pursue in additional sources [1.10](#)
- 11 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 [1.11](#)

Construct

- 12 Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence 1.12
- 13 Builds a conceptual framework by synthesizing ideas gathered from multiple sources 1.13
- 14 Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning 1.14

Express

- 15 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 1.15
- 16 Publishes final product for an authentic audience and real-world application 1.16
- 17 Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary 1.17

Reflect

- 18 Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future 1.18

Design Thinking

- 19 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) 1.19
- 20 Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact 1.20

MULTIPLE LITERACIES 2

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Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) 2.1

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Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality 2.2

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-

Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by factchecking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others 2.3

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Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth 2.

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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 2.5

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SOCIAL AND CIVIC RESPONSIBILITY 3

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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) 3.1

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Demonstrates tolerance for different viewpoints 3.2

2 Demonstrates tolerance for different viewpoints 3.2

Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences 3.3

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Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary 3.4

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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 3.5

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PERSONAL GROWTH AND AGENCY 4

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Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career 4.1

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Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training 4.2

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Develops a growth mindset [self-management] 4.3

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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] 4.4

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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 4.5

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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 4.6

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