

## 6e. Benchmarks to Achieve by Grade12

<b>Standard 1: Inquire, think critically, and gain knowledge.</b>
<b>Strand 1.1: Skills</b>
<b>Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</b>
<ul style="list-style-type: none"> <li>Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.</li> </ul>
<b>Indicator 1.1.2: Use prior and background knowledge as context for new learning.</b>
<ul style="list-style-type: none"> <li>Explore problems or questions for which there are multiple answers or no “best” answer.</li> <li>Explore general information sources to increase familiarity with the topic.</li> <li>Review the initial information need to develop, clarify, revise, or refine the question.</li> <li>Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.</li> </ul>
<b>Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.</b>
<ul style="list-style-type: none"> <li>Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (e.g., an historical purpose may require one to take a position and defend it).</li> <li>Develop a thesis statement and formulate questions based on the information need.</li> <li>Review the initial information need to clarify, revise, or refine the questions.</li> </ul>
<b>Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.</b>
<ul style="list-style-type: none"> <li>Identify the value of and differences among potential resources in a variety of formats.</li> <li>Use various search systems to retrieve information in a variety of formats.</li> <li>Describe criteria used to make resource decisions and choices.</li> <li>Seek and use a variety of specialized resources available from libraries, the Internet, and the community.</li> </ul>
<b>Indicator 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</b>
<ul style="list-style-type: none"> <li>Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.</li> <li>Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.</li> <li>Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information.</li> </ul>
<b>Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</b>
<ul style="list-style-type: none"> <li>Restate text resource’s concepts in own words and select appropriate data accurately.</li> <li>Integrate new information with previous information or knowledge.</li> <li>Create a system to organize the information.</li> <li>Extend initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses or generalizations that may require additional information.</li> <li>Challenge ideas represented and make notes of questions to pursue in additional sources.</li> </ul>
<b>Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</b>
<ul style="list-style-type: none"> <li>Analyze the structure and logic of supporting arguments or methods.</li> <li>Analyze information for prejudice, deception, or manipulation.</li> <li>Investigate different viewpoints encountered and determine whether and how to incorporate or reject these viewpoints.</li> <li>Compensate for the effect of point of view and bias on all information available in the public domain by seeking alternative perspectives.</li> </ul>
<b>Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing</b>

**inquiry.**

- Select the most appropriate technologies to access and retrieve the needed information.
- Use various technologies to organize and manage the information selected.
- Create own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.

**Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.**

- Model social skills and character traits that advance a team's ability to identify issues and problems and work together on solutions and products.
- Design and implement projects that include participation from diverse groups.

**Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**Strand 2.1: Skills**

**Indicator 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.**

- Build a conceptual framework by synthesizing ideas gathered from multiple texts.
- Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.

**Indicator 2.1.2: Organize knowledge so that it is useful.**

- Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

**Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.**

- Combine information and inferences to draw conclusions and create meaning.
- Develop own point of view and support with evidence.
- Present different perspectives with evidence for each.
- Apply new knowledge to real-world issues and problems.

**Indicator 2.1.4: Use technology and other information tools to analyze and organize information.**

- Determine important connections among ideas by using common productivity software to categorize and analyze information.
- Use presentation and production software available locally and through the interactive Web to enhance creativity in organizing and presenting information for better communication to others.

**Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**

- Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.
- Work with others to find solutions to problem solving situations.

**Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.**

- Use the most appropriate format, tone, and language to communicate ideas clearly to different audiences.
- Create products for authentic reasons.
- Keep track of all ideas used from other sources and cite ideas and direct quotes according to style formats.
- Employ a variety of strategies for revising and reviewing own work.

**Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.**

**Strand 3.1: Skills**

**Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.**

- Present complex ideas with clarity and authority.
- Present original conclusions effectively.
- Identify own strengths, assess own inquiry process and product, and set goals for improvement.

**Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.**

- Offer and defend information brought to group.
- Seek consensus from a group, when appropriate, to achieve a stronger product.
- Help to organize and integrate contributions of all group members into products.
- Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.

**Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.**

- Employ organizational and presentation structures [e.g., narrative essays, poems, debates] using various formats to achieve purpose and clarify meaning.
- Give a presentation to support a position on a specified topic and respond to questions from the audience.
- Use language that shows authority and knowledge of topic.
- Present ideas and conclusions to audiences beyond the school.

**Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.**

- Prepare and deliver a “professional” presentation to audience outside of school using technology as medium of presentation.

**Indicator 3.1.5: Connect learning to community issues.**

- Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.
- Connect learning to real-world issues.

**Indicator 3.1.6: Use information and technology ethically and responsibly.**

- Analyze the consequences and costs of unethical use of information and communication technology (e.g., hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks.
- Demonstrate understanding for the process of copyrighting own work.
- Use programs and Internet sites responsibly, efficiently, and ethically.
- Serve as a mentor for others who want to use information technology.

<b>Standard 4: Pursue personal and aesthetic growth.</b>
<b>Strand 4.1: Skills</b>
<b>Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.</b>
<ul style="list-style-type: none"> <li>• Read, view, and listen for personal enjoyment on a regular basis.</li> <li>• Participate in the social interchange of ideas through literary discussions, book clubs, and interest groups.</li> <li>• Read, view, and listen to learn, to solve problems, and to explore many different ideas.</li> <li>• Take advantage of opportunities available within the community for personal growth and learning, including classes, lectures, author presentations, museums, public library programming, and arts performances.</li> </ul>
<b>Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.</b>
<ul style="list-style-type: none"> <li>• Read, view and use literature (both fiction and nonfiction) to enrich understanding of real-world concepts.</li> <li>• Derive multiple perspectives on the same themes by comparing across different works.</li> <li>• Read widely to develop a global perspective and understand different cultural contexts.</li> <li>• Read to support and challenge own point of view.</li> </ul>
<b>Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</b>
<ul style="list-style-type: none"> <li>• Express new ideas and connect to the human experience through information presented in various formats.</li> <li>• Identify universal themes in literature and different cultural approaches to those themes.</li> <li>• Share reading experiences in variety of ways and formats.</li> </ul>
<b>Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.</b>
<ul style="list-style-type: none"> <li>• Explore real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).</li> <li>• Set reading goals and maintain a personal reading list.</li> <li>• Find information about personal interests independently, using the same criteria and strategies used for academic information seeking.</li> </ul>
<b>Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.</b>
<ul style="list-style-type: none"> <li>• Connect new ideas/understandings to future uses – college, career, personal life.</li> <li>• Reflect on changes in personal goals, reading preferences, personal interests, and knowledge base over the previous four years.</li> </ul>
<b>Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.</b>
<ul style="list-style-type: none"> <li>• Connect new information to ideas previously learned by developing graphic organizers and taxonomies to link large concepts to related details.</li> <li>• Remember the main ideas by seeing the pattern they present (e.g., cause and effect, growth or change over time).</li> <li>• Standardize personal system of note-taking so that it incorporates the main ideas and personal responses (emotional reactions, questions).</li> </ul>
<b>Indicator 4.1.7: Use social networks and information tools to gather and share information.</b>
<ul style="list-style-type: none"> <li>• Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.</li> <li>• Use telecommunication to search for and identify potential work, college, or other opportunities.</li> <li>• Participate in the social interchange of ideas through book discussions, interest groups, and online sharing.</li> <li>• Apply production strategies and technology tools to design products to meet personal needs.</li> <li>• Participate in social networks responsibly and safely.</li> <li>• Use social tools to share and collaborate with others (e.g., interactive Web 2.0 tools and technologies).</li> </ul>
<b>Indicator 4.1.8: Use creative and artistic formats to express personal learning.</b>

- Create original products using multiple formats.
- Pursue creative expressions of information in the community (public library, arts centers, museums).

# Action Example: Grades 11-12

**GRADE: 11 & 12**

**LIBRARY CONTEXT:**

- Fixed     Flexible     Combination     Individualized Instruction
- Stand-alone lesson     Lesson in a unit     Multiple lessons in a unit

**COLLABORATION CONTINUUM:**

- None     Limited     Moderate     Intensive

**CONTENT TOPIC:** Relationship between a culture and its folklore.

**STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER GOALS**

**Standard: 4** Pursue personal and aesthetic growth

**Skills Indicator: 4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.

**Benchmark(s):**

- Express new ideas and connect to the human experience through information presented in various formats.
- Identify universal themes in literature and different cultural approaches to those themes.
- Share reading experiences in variety of ways and formats.

**Dispositions Indicator(s):**

**3.2.3** Demonstrate teamwork by working productively with others.

**Responsibilities Indicator(s):**

**3.3.7** Respect the principles of intellectual freedom.

**Self-Assessment Strategies Indicator(s):**

**2.4.2** Reflect on systematic process, and assess for completeness of investigation.

**SCENARIO:**

*A world literature teacher emails the SLMS asking for a time to plan and schedule her classes into the library for the folktale unit. She and the SLMS have worked on this unit for the past two years so this session will be devoted to mapping out the visits to the library and going over changes made during the evaluation at the conclusion of the unit last year. They set a time to plan.*

*The focus of the unit is to highlight the relationship between a culture and its stories. For this unit, the students read folktales from a particular culture, identify the components of the society through the folktales, and conduct additional research on the culture. Then, with a partner, they write an original folktale that incorporates the characteristics of a folktale and what they have learned about that culture. In the past, the final project was a slide presentation or a play based on the folktale.*

*During the planning session, the teacher and the SLMS start by reviewing the unit and determining the length of time the classes will need to meet in the library. These are juniors and seniors who have had several research experiences in the library. However, the teacher feels that they still need some instruction on effective searches using the online databases and choosing the best websites for the information needed. Instruction in the classroom will focus on characteristics of folktales, determining the common components of a culture (morals, values, way of life, etc.), developing questions, and MLA format for the works cited. The SLMS will focus on the available resources for the project, search strategies for online databases, evaluating websites, and act as a consultant in the research process.*

*The teacher has expressed some dissatisfaction with the final products in the previous year. The SLMS (who has been advocating the use of picture books in the classroom) suggests that a picture book would be a good product for this type of assignment. She offers to work with the students as they write and illustrate a picture book version of their original folktale. The teacher agrees that a picture book might prove more interesting to the students, and would like to try it as a product for this year.*

*They decide that six days in the library will be sufficient for this unit and set the schedule. They also schedule a second planning session to review the plans for each day in the library, design exit passes to assess student progress, and determine the criteria for rubrics to assess note-taking, the final product, and working with a partner.*

#### **CONNECTION TO LOCAL OR STATE**

(List here relevant content, information literacy, and technology standards)

- Content Standard for Grade 11 Language Arts: Describe literary contributions of various cultures
- Content Standard for Grade 12 Language Arts: Compare and contrast the literary contributions of various cultures

#### **OVERVIEW:**

Juniors and seniors in a world literature class examine world cultures through the lens of a culture's folktales. The essential question is: How do folktales reflect a country's culture? In particular, the students (1) analyze how folktales convey a society's morals and values, and (2) apply their knowledge by creating a literary piece in the folktale genre that reflects aspects of the culture.

#### **FINAL PRODUCT:**

Students collaborate on the creation of an original folktale that incorporates the values of a particular cultural group and embodies elements of the folktale genre. They share their work with the class as a slide presentation, a picture book, or a play.

#### **LIBRARY LESSON(S):**

Students learn to locate folktales, find information in online databases and websites about a specific cultural group, and create picture books from their original folktales.

**ESTIMATED LESSON TIME:**

The classes will be in the library for six sessions. The lessons taught by the SLMS will range in length from 10 minutes to 30 minutes.

**ASSESSMENT****• Product**

- Teacher, SLMS, and students use instructor-created rubrics to assess the folktales and the picture book. Criteria used to examine the quality of the folktales include use of literary elements and motifs, development of story sense, and incorporation of cultural elements. Criteria used to examine the quality of the picture books will include several broad areas such as organization of content, creative interpretation of material, and audience appeal and appropriateness.

**• Process**

- Teacher and SLMS examine student notes, exit passes, website evaluations, and works cited to determine whether (1) information gathered uses a variety of sources, (2) notes accurately reflect cultural components, (3) websites have been evaluated to meet criteria for acceptable websites, and (4) works cited meet requirements for number and types of sources and correctly follows MLA format.

**• Student self-questioning**

- Do the notes that I took while reading my six folktales accurately reflect the components of my culture?
- Do the notes that I took during my research on my culture accurately answer my questions?
- Did I make good choices in the sources of information I used including the websites?
- Do my citations follow MLA format?
- Does my final product include the characteristics of a folktale, and include cultural components?
- How well did I contribute to the creation of the final product?
- How well did I work with my partner?

**INSTRUCTIONAL PLAN****• Resources students will use:**

- Online subscription database(s)    Web sites    Books    Reference
- Nonprint    Periodicals/newspapers
- Other (list):

**• Instruction/activities**

- Direct instruction:
  - **Folklore Index** - read a folktale from a Native American tribe to the class. Discuss what can be learned about the culture and identify the characteristics of a folktale.
  - **Search Strategies for online databases** – review the available online databases that will be appropriate for this assignment. Provide students with a

- handout highlighting search strategy tips (Boolean operators, nesting, limiting, expanding, keyword vs. subject heading, sorting results, etc.).
- **Evaluation of Websites** – introduce the website evaluation rubric and discuss the criteria for choosing an appropriate website.
  - **Characteristics of picture books** – using the folktale that was read when introducing the assignment, identify the characteristics of a picture book (abundance of illustrations, importance of illustrations in telling the story, less text, author notes, etc.)
- Modeling and guided practice:
- **Folklore Index** - introduce the library’s folklore index which identifies folktales, their cultural group/native country, and the collection where the folktale can be found.
  - **Search Strategies for online databases** – demonstrate the various strategies from the handout on one of the subscription databases to locate articles about the same Native American tribe.
  - **Evaluation of Websites** – using the website evaluation rubric, the students as a class rate three websites on the Native American culture group used previously.
  - **Characteristics of picture books** – students work with their partner to locate a folktale picture book from their chosen culture. After they have identified the characteristics, they share their findings with the other students at their table.
- Independent practice:
- **Folklore Index** - students locate and read six folktales representing the culture/country they have chosen to investigate.
  - **Search Strategies for online databases** – students locate articles on their chosen culture using the demonstrated strategies. The students have the remainder of the class period plus the next day to get their articles.
  - **Evaluation of Websites** – students locate websites on their chosen culture and rate the sites using the website evaluation rubric. Based on their ratings, they choose the best two, and take notes to answer their questions.
  - **Characteristics of picture books** – based on the information gathered and the folktales that they read about their chosen culture, the students write and illustrate an original folktale in the picture book format.
- Sharing and reflecting:
- **Folklore Index** – students work with their partner to compare the folktales they have located and read. They identify common components (morals, values, way of life, etc.) of their chosen cultural group.
  - **Search Strategies for online databases** – students complete an exit pass at the end of the two class periods. The exit pass lists each article and the search strategy that got them to the article. The students also share the articles with their partner and compare the information gathered. They look for gaps and misinformation.
  - **Evaluation of Websites** – students turn in the website evaluation rubrics, indicating the reasons for rejecting or choosing each of the websites they

located. They share the information they gathered from their chosen two with their partner looking for gaps and misinformation.

- **Characteristics of picture books** - The original picture books will be read to the class by the author and illustrator. The class will have an opportunity to respond by identifying the cultural components and the characteristics of a picture book. The students will be asked to write a reflection on the process of writing and illustrating an original folktale, how well they incorporated the cultural components into their folktale, and working with a partner to complete the project.