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| **Learning Targets** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to find and collect information:****Use an investigative process to generate questions, assess credibility, accuracy, and usefulness of a source (a source may be a print or digital text, interview, video, experience, media file, etc.);*** Generate questions that arise from careful observation of phenomena, models or unexpected results;
* Do a close reading of primary/secondary sources to understand context
* Understand what the source states explicitly and make logical inferences;
* Understand nuanced use of language when reading, viewing, listening, and speaking;
* Ask questions that identify or clarify sufficient empirical evidence;
* Evaluate a question to determine if it is testable and relevant;
* Ask questions that can be investigated within the scope of a school laboratory, research facility, in the field or by a reliable, authoritative source;
* Determine how the structure of language indicates the conventions for the type of writing, speaking, or showing (video/performance);
* Analyze the impact of how an author’s choices influence the development of information, ideas, events, and the story;
* Evaluate the effectiveness of source structures in conveying the overall meaning or purpose of the source;
* Determine how authors use perspective and purpose to shape content, style, and effect.
* Identify and verify word meanings;
* Take organized notes to purposefully quote, summarize, and paraphrase a source.
* Determine sourcing information of a primary source
* Read charts, graphs, maps, political cartoons, pictures, paintings, artifacts, etc for information
 | **What students *do* to find information:*** Watch a video that demonstrates a process/phenomenon, explains research, or tells a story of an event
* Read a novel or watch a movie to explore a topic or theme
* Conduct an experiment to test a hypothesis or theory
* Read an article or listen to a podcast that explains a phenomenon
* Interview an expert or person with experience
* Take a field trip to observe a process or work being done
 | English Language Arts* [L.3](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [L.4](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.4](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.5](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.7](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.8](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.9](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.11](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [W.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)

Science & Engineering Practices* [SEP1](https://www.maine.gov/doe/learning/content/scienceandtech/standards)
* [SEP2](https://www.maine.gov/doe/learning/content/scienceandtech/standards)
* [SEP3](https://www.maine.gov/doe/learning/content/scienceandtech/standards)

[Social Studies](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Learning%20Results%20for%20Social%20Studies%20-%20Revised%202019_5.pdf)* [Civics and Government](https://www.maine.gov/doe/learning/content/socialstudies/standards/civicsgovernment)
* [Geography](https://www.maine.gov/doe/learning/content/socialstudies/standards/geography)
* [History](https://www.maine.gov/doe/learning/content/socialstudies/standards/history)
* [Personal Finance & Economics](https://www.maine.gov/doe/learning/content/socialstudies/standards/personalfinanceeconomics)
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| **Learning Target** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to use information:****Critique and evaluate information to clarify meaning, deepen understanding, and determine when further investigation is needed;*** Engage in productive talk by utilizing appropriate and sufficient evidence;
* Promote civil, ethical discussion and decision-making to set clear goals;
* Respond thoughtfully to diverse perspectives;
* Critique claims, evidence and reasoning that compares and evaluates competing arguments;
* Probe reasoning and evidence, challenging ideas and conclusions, and determine additional information necessary to resolve contradictions.
* Determine the most useful evidence to support a position – determine what is not important or relevant to the topic development;
* Integrate multiple sources of information presented in diverse formats;
* Use ongoing feedback to produce increasingly dynamic products;
* Accurately use appropriate vocabulary;
* Use language for effect as appropriate to mode conventions and in the appropriate register.
* Use primary/secondary sources to corroborate information
* Make decisions about money
* Read charts, graphs, maps, political cartoons, pictures, paintings, artifacts, etc for evidence to make meaning
 | **What students *do* to use information:*** Engage in a discussion to share findings or explore contradictory perspectives or information
* Investigate the sources of the information to determine likely bias
* Determine what other sources of information may be needed to verify and validate findings (curate appropriate and useful sources)
* Listen to another person talk about an explanation for a situation or phenomenon, then restate their views prior to asking for clarification
* Clearly articulate evidence that supports a perspectives/claim and how to determine whether or not that evidence is valid and reliable
 | English Language Arts* [L.5](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [L.6](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [SL.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [SL.2](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.6](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.7](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.10](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [R.11](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
* [W.2](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)

Science & Engineering Practices* [SEP4](https://www.maine.gov/doe/learning/chttps%3A/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards)
* [SEP7](https://www.maine.gov/doe/learning/chttps%3A/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards)
* [SEP8](https://www.maine.gov/doe/learning/chttps%3A/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards)

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| **Learning Target** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to create and share information:****Produce clear and increasingly complex works that are purposefully designed to address audience, task, and purpose;*** Construct, use, and/or present an oral and written argument or counterargument based on data and evidence;
* Use a process to draft, review, and revise a product;
* Compare, integrate and evaluate sources of information presented in different media formats;
* Communicate scientific information or ideas about phenomena expressed in multiple formats;
* Present ideas conveying clear and distinct perspectives;
* Develop and support a topic with a variety of relevant techniques and purposeful details;
* Make strategic use of multimedia to enhance understandings of findings, reasoning, and evidence;
* Adapt speech to a variety of contexts with increasingly sophisticated, precise language and a highly developed voice and tone;
* Use conventions of language accurately according to context;
* Follow a standard format for citation.
 | **What students *do* to share information:*** Respond to feedback that assesses
	+ Accuracy of information
	+ Accuracy of language use
	+ Accuracy of mode conventions
* Revise to improve outcome
* Use information strategically and ethically, attributing sources as directed
* Prepare a written or multi-media presentation that supports a position or promotes specific improvements to a product
* Share their stance on a topic/question/issue
* Participate in a civil action project
* Make decisions about money
* Plan a trip
* Propose a bill
 | English Language Arts* [L.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)
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* [SEP7](https://www.maine.gov/doe/learning/content/scienceandtech/standards)
* [SEP8](https://www.maine.gov/doe/learning/content/scienceandtech/standards)

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