



## Moscow School District #281

### Mastery Learning Map

#### 9<sup>th</sup> and 10<sup>th</sup> Grade Library

#### 1. Competency Statements for Inquiry and Research

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Students will engage in research projects to investigate, analyze, synthesize, integrate, and present information, demonstrating an understanding of the use of credible, relevant, appropriate, and reliable sources***

1. I can read, view, listen, and respond to a wide variety of literary and informational works for academic needs and for enjoyment and personal growth.
2. I can work independently or in groups to use short and long, guided, inquiry-based research projects to answer questions, solve problems, and analyze real-world connections of concepts, processes, and perspectives.
3. I can use advance search tools and strategies effectively to locate relevant information from multiple authoritative primary and secondary sources.
4. I can assess a source’s usefulness by analyzing key concepts and identifying the author’s credentials and background to determine purpose and point of view.
5. I can sustain research to add support to interpretations or to resolve discrepancies in findings.
6. I can synthesize multiple sources on a subject to draw conclusions, acknowledge differing viewpoints, make informed decisions, apply knowledge gained, and formulate new knowledge.
7. I can compare and contrast information found in multimedia sources, experiments, and simulations with textual information, considering social or cultural contexts, currency, accuracy, authority, point of view, and biases.
8. I can express new understandings and document and present my research, following an official style format using summaries, paraphrasing, quotations, and appropriate standard bibliographic citation formatting.
9. I can avoid plagiarism by respecting copyright laws and recognizing ownership of creative works.
10. I can use a variety of digital tools to develop and present or publish my research using appropriate organizational patterns and formats for the information and audience.
11. I can use social networking tools safely and ethically to show and share learning in online research

	<p>collaborations.</p> <p>12. I can use established criteria such as rubrics to guide my self-assessment and reflection of research processes and products.</p>
AASL Standards	<p>1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8</p>



Moscow School District #281  
Mastery Learning Map

11<sup>th</sup> and 12<sup>th</sup> Grade Library

1. Competency Statements for Inquiry and Research

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Students will engage in research projects to investigate, analyze, synthesize, integrate, and present information, demonstrating an understanding of the use of credible, relevant, appropriate, and reliable sources***

1. I can read and view widely diverse materials in textual, visual, media, and digital formats to gather information, make inferences, compare new and previous knowledge, and draw conclusions which I can apply in both academic and personal learning endeavors.
2. I can independently plan and conduct short and sustained inquiry-based research projects to extend knowledge, explore problems with multiple or no “best” answers, formulate personal opinions about topics or issues, and pursue personal interests and growth.
3. I can use advance search tools and strategies effectively to locate relevant informational texts and resources from both school and community sources in a variety of mediums which support analysis, reflection, and research.
4. I can assess a source’s usefulness by evaluating the author’s credentials and background to determine purpose and point of view and by analyzing arguments for relevance, credibility, accuracy, and biases.
5. I can evaluate a variety of sources and formats, including print and Internet web sites and primary and secondary sources, per their authorship, objectivity, scholarship, and timeliness.
6. I can synthesize multiple sources on a subject to draw conclusions, make informed decisions, apply knowledge gained, incorporate opposing viewpoints of an argument, and formulate new knowledge.
7. I can follow an official style format for documenting and presenting research, using summaries, paraphrasing, quotations, and appropriate standard bibliographic citation formatting.
8. I can avoid plagiarism by respecting copyright laws and recognizing ownership of creative works.
9. I can creatively use a variety of digital tools to design, develop, present, and/or publish my research in various formats for various audiences to make real-world connections.
10. I can create effective visual and auditory media presentation devices by monitoring color, clarity, volume,

	<p>size, and timing elements, and revising as needed.</p> <p>11. I can use social networking tools safely, ethically, and responsibly to demonstrate and share learning in online research collaborations.</p> <p>12. I can develop suitable criteria to guide my self-assessment and reflection of my research processes and products.</p>
AASL Standards	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8