

Grade 10 Planning Organizer

		<u>Defining</u>	
Essentials	New Skill	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
		Defining: The student formulates a question, analyzes, and clarifies the requirements of the problem or task <i>with assistance</i> .	
x		DEFINING. Through planned learning activities the student:	
x		refines requirements of task with guidance	
x		selects from a range of topics	
x		draws on prior knowledge to brainstorm and cluster ideas	
x		identifies and interprets key words in task	
x		develops focus questions with guidance	
x		devises a time-management strategy to meet given deadlines	
x		selects an appropriate strategy to record headings and subheadings	
x		makes predictions with guidance about likely sources of information	
x		clarifies and refines research questions with guidance	
x		uses reference sources to clarify the meaning of a research task	
x		re-defines problem with assistance when alternative solutions are exhausted	
x		formulates a hypothesis/thesis with guidance	

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		<u>Locating</u>	
Essentials	New Skill	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
		Locating: The student identifies, locates, and accesses text and non-text resources appropriate to the problem / task <i>with assistance</i> .	
		LOCATING. Through planned learning activities the student:	
x		identifies and locates text and nontext resources	
		understands organization of resources in school and local libraries	
x	x	recognizes the significance of cross-references and subtopics in an index	
x		becomes familiar with a variety of appropriate Internet search engines	
		searches for information using given URLs or bookmarks	
x	x	views and downloads files from Internet sites with guidance	
x		uses simple and Boolean terms to search catalog, Internet, and electronic sources	
x		chooses broader or narrower terms to refine search results	
x	x	uses electronic resources using modeled examples to locate current information	
		deletes, copies and moves files or data	
		selectively prints information from electronic sources	
		accesses community and government information sources	
x		recognizes when topics require current information	
x		recognizes the need to locate a variety of resources representing a range of views	
x		recognizes when resources represent different perspectives with guidance	
x		identifies and locates information from both primary and secondary sources	
		recognizes difference in purpose of magazines, newspapers, pamphlets	
		uses special print and non-print reference resources	

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		<u>Selecting/Analyzing</u>	
Essentials	New Skill	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
		Selecting / Analyzing: The student analyzes, selects, and rejects information from the located resources appropriate to the problem / task <i>with guidance</i> .	
		SELECTING/ANALYZING. Through planned learning activities the student:	
<input checked="" type="checkbox"/>		analyzes appropriate information from a variety of text and non-text sources by:	
		using text/context clues such as text headings and subheadings	
		identifying main and subordinate ideas	
		re-reading, re-listening and re-viewing	
<input checked="" type="checkbox"/>		evaluates appropriateness of resources, discarding if necessary	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	modifies focus questions	
<input checked="" type="checkbox"/>		records information by:	
		devising note-making strategies to ensure information is collected consistently and accurately	
		modifying note-making formats as appropriate to the task and information source	
		clustering notes under subheadings	
		selecting and using graphic organizer	
<input checked="" type="checkbox"/>		compares information from different sources for opposing viewpoints and accuracy with guidance	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	analyzes information deficiencies and locates additional information	
<input checked="" type="checkbox"/>		records bibliographic sources and completes correct textual citations of information using District 207 approved style manual	
<input checked="" type="checkbox"/>		understands and complies with copyright laws with guidance	
		views and downloads files from Internet sites with guidance	
<input checked="" type="checkbox"/>		considers a range of viewpoints using modeled techniques by:	
		recognizing when the information is fact or opinion	
		identifying authority, purpose and intended audience of resource	
	<input checked="" type="checkbox"/>	analyzes statistical data using modeled techniques	
		uses a variety of primary and secondary sources	
<input checked="" type="checkbox"/>		using prior knowledge and new learnings, proposes problem-solving strategies for real-life situations	

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		<u>Organizing/Synthesizing</u>	
Essentials	New Skill	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
		Organizing Synthesizing: The student analyzes, organizes, and synthesizes the gathered information to predict consequences and to construct generalizations <i>with guidance</i> .	
		ORGANIZING/SYNTHESIZING. Through planned learning activities the student:	
x		combines selected information connecting similar ideas	
x		draws inferences from evidence	
x		synthesizes information to predict consequences and to construct generalizations with guidance	
		proposes and logically organizes a solution to a set problem based on prior knowledge and new information	
		verifies results of experiments with guidance	
x		categorizes information according to a framework of headings, subheadings or database fields with guidance	
x		consolidates the use of word processing skills by:	
		creating computer-generated organizational strategies with guidance, e.g., flow charts, time lines	
		making notes, e.g., written bulleted points, note-taking template, clipboards, etc.	
		responds appropriately to the written requirements of the project, e.g., argument, report and documentary with assistance	
x		recognizes information deficiencies and locates additional information with assistance	

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		<u>Creating/Presenting & Evaluating</u>	
Essentials	New Skill	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
		Creating / Presenting: The student creates an original, logical, and well-organized response to the problem / task and presents the solution to an appropriate audience <i>with guidance</i>	
		CREATING/PRESENTING. Through planned learning activities the student:	
x		understands the concept of "audience"	
x		presents a solution to a problem or task with guidance which:	
		supports an issue (argues for or against, or perhaps both)	
		presents ideas and information logically and is able to explain, profile, discuss and debate	
		makes simple generalizations and draws simple conclusions	
		uses subject-specific words and phrases	
x		creates written and oral reports, graphic, pictorial and dramatic presentations of similar complexity with guidance	
x		refines desktop publishing skills (graphics--borders, WordArt, clip art)	
		constructs multimedia presentations with guidance	
		uses special software appropriate to the task with guidance	
x	x	designs Web pages using modeled techniques	
		creates spreadsheets and databases with guidance	
		generates electronic charts, tables and graphs with guidance	
x		presents information using a given format, e.g., oral reports and graphic, pictorial and dramatic presentations	
		Evaluating: The student critically evaluates the effectiveness of his/her ability to complete the requirements of the task, reflect on new learnings, and identifies future teaching needs <i>with guidance</i> .	
		EVALUATING. Through analysis of outcomes-based criteria the student	
x		identifies skills with guidance that require practice and refinement	
x		responds to assessment by teachers	
x		accepts feedback from peers and appropriate others	
x		analyzes audience response to presentation	
x		uses a variety of evaluative strategies with guidance to assess and determine future learning pathways, e.g., learning logs, reflective journals	
x		evaluates his/her understanding and implementation of the projects requirements with guidance	
x		acknowledges personal and group achievements	