

# Stage 2: Assessment Evidence

## Stage 2 Assessment Evidence: GRASPS Template

### **G**OAL

- Your task is:
- The goal is to:
- The problem/challenge is (are):

### **R**OLE

- You are:
- You have been asked to:
- Your job is:

### **A**UDIENCE

- Your client(s) is/are:
- The target audience is:
- You need to convince:

### **S**ITUATION

- The context you find yourself in is:
- The challenge involves dealing with:

### **P**RODUCT/PERFORMANCE AND **P**URPOSE:

- You will create a:
  - in order to:
- You need to develop:
  - so that:

### **S**TANDARDS AND **C**RITERIA FOR **S**UCCESS:

- Your performance needs to:
- Your work will be judged by:
- Your product must meet the following standards:
- A successful result will:

Adapted from McTighe, Jay. *Designing Cornerstone Tasks to Promote Meaningful Learning and Assess What Matters Most*, Workshop Handout, 2013, p. 59.

## Stage 2 Assessment Evidence: Sample GRASPS

**Big Idea: Effective readers use appropriate strategies to construct meaning.**

**Library Information Concept: Evaluating Diverse Media**

**Stage 1: Desired Outcome**

**Established Goals (Standard):**

**CC.1.2.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Understandings** (*Students will understand that...*):

Effective readers use appropriate strategies to construct meaning.

**Students will know/be able to** (*Competencies*):

Evaluate information found in multiple sources and mediums to address a question or solve a problem.

**What understandings will be assessed through this task?**

Analyze and evaluate sources from diverse media and select information to solve a problem or present an argument.

**Stage 2: Assessment Evidence**

**GRASPS Template for Performance Task:**

**GOAL:** Your task is to help a nationally known food store make a decision about whether or not to carry genetically modified foods.

**ROLE:** You are a lawyer working for a group or organization that takes a position on this issue

**AUDIENCE:** The audience is the executives of the food store.

**SITUATION:** You are a lawyer who represents a client and you need to present your argument to the executives of the food store to justify your position about the financial, medical, environmental and/or ethical implications of carrying genetically modified food. The challenge is to persuade the executives whether they should or should not sell genetically modified foods.

**PRODUCT/PERFORMANCE AND PURPOSE:** You'll write a position paper and develop a multimedia presentation that includes diagrams, charts, graphs and/or images in order to make a convincing argument to the executives.

**STANDARDS AND CRITERIA FOR SUCCESS:** Your performance needs to:

Use authoritative sources from more than one type of media, select and cite strong evidence that supports a position, address the counter-argument and refute it effectively.

**Stage 2: Assessment Evidence**  
**Performance Tasks for Clustered Big Ideas (BI)\*/Library Information Concepts (LIC) & Grade Bands**

| Cluster # |                                                                                                           |                                                                                                                                                                          |                                                                                                          |                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1         | Effective Readers:<br>Evaluating Diverse Media<br>PK-2, 3-5, 6-8, 9-12                                    | Effective Readers: Selecting Informational<br>Texts & Literary Non-Fiction<br>PK-2, 3-5, 6-8, 9-12                                                                       | Effective Readers:<br>Selecting Literary Fiction<br>PK-2, 3-5, 6-8, 9-12                                 | Effective Readers: Identifying<br>Literary Elements<br>PK-2                         |
| 2         | Critical Thinkers:<br>Evaluating Sources<br>(See also Effective Research)<br>PK-2, 3-5, 6-8, 9-12         | Critical Thinkers: Research Process:<br>Accessing, Identifying & Evaluating<br>Resources<br>6-8, 9-12                                                                    | Effective Research: Research Process:<br>Evaluating Sources<br>(See also Critical Thinkers)<br>6-8, 9-12 |                                                                                     |
| 3         | Critical Thinkers:<br>Research Process: Developing<br>Research Topic & Questions,<br>PK-2, 3-5, 6-8, 9-12 | Effective Research: Research Process:<br>Effective Inquiry<br>PK-2, 3-5, 6-8, 9-12                                                                                       |                                                                                                          |                                                                                     |
| 4         | Critical Thinkers: Research Process:<br>Note-Taking Strategies<br>3-5, 6-8, 9-12                          | Effective Research: Research Process: Note-<br>Taking Strategies & Presenting Research<br>Findings, 3-5, 6-8, 9-12<br>Effective Research: Recalling Information,<br>PK-2 | Responsible Citizens: Using Information<br>Ethically & Responsibly<br>6-8, 9-12                          |                                                                                     |
| 5         | Critical Thinkers: Synthesizing<br>Information, 6-8, 9-12                                                 | Critical Thinkers: Research Process:<br>Synthesizing Information, 6-8, 9-12                                                                                              | Effective Research: Drawing Evidence<br>from Text<br>3-5, 6-8, 9-12                                      | Effective Readers: Drawing<br>Evidence: Primary & Secondary<br>Sources<br>6-8, 9-12 |
| 6         | Critical Thinkers:<br>Integrating Diverse Media<br>6-8                                                    | Effective Speakers:<br>Preparing Multimedia Presentations<br>PK-2, 3-5, 6-8, 9-12                                                                                        | Audience & Purpose: Producing &<br>Publishing with Technology<br>PK-2, 3-5, 6-8, 9-12                    | Responsible Citizens: Using<br>Digital Media<br>PK-2, 3-5, 6-8, 9-12                |
| 7         | Responsible Citizens:<br>Demonstrating Technology Etiquette<br>& Safety<br>PK-2, 3-5, 6-8, 9-12           | Responsible Citizens: Behaving as a Digital<br>Citizen<br>PK-2, 3-5, 6-8, 9-12                                                                                           |                                                                                                          |                                                                                     |

**\*No performance tasks have been developed for the Big Idea Active Listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.**

# Stage 3: Learning Plan

## Stage 2 Performance Tasks and Stage 3 Learning Plans Arranged by Clustered Big Ideas (BI)/Library Information Concepts (LIC)

### Cluster 1: Effective Readers

**Big Idea (BI):** Effective Readers Use Appropriate Strategies to Construct Meaning

**4 Library Information Concepts (LIC):** Evaluating Diverse Media, Selecting Informational Texts & Literary Nonfiction, Selecting Literary Fiction, Identifying Literary Elements

| BI: Effective Readers<br>LIC: Evaluating Diverse Media<br>Grade Bands:<br>PK-2, 3-5, 6-8, 9-12                            | BI: Effective Readers:<br>LIC: Selecting Informational Texts & Literary Nonfiction; Drawing Evidence: Primary Sources<br>Grade Bands:<br>PK-2, 3-5, 6-8, 9-12 | BI: Effective Readers<br>LIC: Selecting Literary Fiction<br>Grade Bands:<br>PK-2, 3-5, 6-8, 9-12                               | BI: Effective Readers<br>LIC: Identifying Literary Elements<br>Grade Band:<br>PK-2    |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                    |                                                                                                                                                               |                                                                                                                                |                                                                                       |
| <ul style="list-style-type: none"> <li>▪ Evaluating Pictures of Wild Animals for a Report (Grades 1-2)</li> </ul>         | <ul style="list-style-type: none"> <li>▪ Selecting Literary Nonfiction &amp; Informational Texts to Find Information about Planets (Grade 2)</li> </ul>       | <ul style="list-style-type: none"> <li>▪ Creating a Genre Pie (Grades 1-2)</li> </ul>                                          | <ul style="list-style-type: none"> <li>▪ Creating a Genre Pie (Grades 1-2)</li> </ul> |
| <b>Grade Band 3-5</b>                                                                                                     |                                                                                                                                                               |                                                                                                                                |                                                                                       |
| <ul style="list-style-type: none"> <li>▪ Planning a Field Trip to Washington, D.C (Grade 5)</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ Planning a Field Trip to Washington, D.C (Grade 5)</li> </ul>                                                        | <ul style="list-style-type: none"> <li>▪ Creating a Digital Advertisement for a New Literary Fiction Book (Grade 5)</li> </ul> |                                                                                       |
|                                                                                                                           | <ul style="list-style-type: none"> <li>▪ *Selecting a Notable Pennsylvanian for Inclusion in the PA Wax Museum</li> </ul>                                     |                                                                                                                                |                                                                                       |
| <b>Grade Band 6-8</b>                                                                                                     |                                                                                                                                                               |                                                                                                                                |                                                                                       |
| <ul style="list-style-type: none"> <li>▪ Creating Awareness of Global Labor Practices that Exploit Child Labor</li> </ul> | <ul style="list-style-type: none"> <li>▪ Drawing Evidence from Primary and Secondary Sources about Abraham Lincoln</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ Leading a Book Discussion of a Genre Novel</li> </ul>                                 |                                                                                       |
| <b>Grade Band 9-12</b>                                                                                                    |                                                                                                                                                               |                                                                                                                                |                                                                                       |
| <ul style="list-style-type: none"> <li>▪ *Evaluating a Manuscript of a Novel on a Teen Issue</li> </ul>                   | <ul style="list-style-type: none"> <li>▪ *Preparing a World Health Organization Campaign against Malaria</li> </ul>                                           | <ul style="list-style-type: none"> <li>▪ Writing a Genre Review for <i>The New York Times Book Review</i></li> </ul>           |                                                                                       |
| <ul style="list-style-type: none"> <li>▪ Selling Genetically-Modified Food (Grades 11-12)</li> </ul>                      |                                                                                                                                                               |                                                                                                                                |                                                                                       |

**\*No Learning Plan**

## Cluster 2: Evaluating Sources

**2 Big Ideas (BI):** Critical Thinkers Actively and Skillfully Interpret, Analyze, Evaluate, and Synthesize Information, and Effective Research Requires the use of Varied Resources to Gain or Expand Knowledge

**2 Library Information Concepts (LIC):** Evaluating Sources; Research Process: Accessing, Identifying, & Evaluating Resources

| BI: Critical Thinkers<br>LIC: Evaluating Sources<br>Grade Bands: PK-2, 3-5, 6-8, 9-12                                         | BI: Critical Thinkers<br>LIC: Research Process: Accessing,<br>Identifying & Evaluating Resources<br>Grade Bands: 6-8, 9-12 | BI: Effective Research: Research Process<br>LIC: Evaluating Sources<br>Grade Bands: 6-8, 9-12                                 |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                        |                                                                                                                            |                                                                                                                               |
| <ul style="list-style-type: none"> <li>▪ Selecting a Pet for the Classroom (Grades 1-2)</li> </ul>                            |                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Selecting a Pet for the Classroom (Grades 1-2)</li> </ul>                            |
| <b>Grade Band 3-5</b>                                                                                                         |                                                                                                                            |                                                                                                                               |
| <ul style="list-style-type: none"> <li>▪ Selecting Sources for Planning Healthy Menus (Grade 3)</li> </ul>                    |                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Selecting Sources for Planning Healthy Menus (Grade 3)</li> </ul>                    |
| <b>Grade Band 6-8</b>                                                                                                         |                                                                                                                            |                                                                                                                               |
| <ul style="list-style-type: none"> <li>▪ Preparing a List of Sources for Visitors of the Gettysburg Visitor Center</li> </ul> |                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Preparing a List of Sources for Visitors of the Gettysburg Visitor Center</li> </ul> |
| <b>Grade Band 9-12</b>                                                                                                        |                                                                                                                            |                                                                                                                               |
| <ul style="list-style-type: none"> <li>▪ Persuading Mass Media Outlets to Accept Political Ads</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Persuading Mass Media Outlets to Accept Political Ads</li> </ul>                  | <ul style="list-style-type: none"> <li>▪ Persuading Mass Media Outlets to Accept Political Ads</li> </ul>                     |

## Cluster 3: Research Process

**2 Big Ideas (BI):** Critical Thinkers Actively and Skillfully Interpret, Analyze, Evaluate, and Synthesize Information, and Effective Research Requires the use of Varied Resources to Gain or Expand Knowledge

**2 Library Information Concepts (LIC):** Research Process: Developing Research Topic & Questions; Effective Inquiry

| <b>BI: Critical Thinkers</b><br><b>LIC: Research Process: Developing Research Topic &amp; Questions</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b> | <b>BI: Effective Research</b><br><b>LIC: Research Process: Effective Inquiry</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                                              |                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ Deciding What to Sell in the School Store (Grades 1-2)</li> </ul>                                          | <ul style="list-style-type: none"> <li>▪ Selecting a Pet for the Classroom (Grades 1-2)</li> </ul>                                     |
| <b>Grade Band 3-5</b>                                                                                                                               |                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ Developing Research Questions about a Career (Grade 3)</li> </ul>                                          | <ul style="list-style-type: none"> <li>▪ Developing Research Questions about a Career (Grade 3)</li> </ul>                             |
| <b>Grade Band 6-8</b>                                                                                                                               |                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ Developing Research Questions for Medical Researchers Seeking a Cure for a Disease</li> </ul>              | <ul style="list-style-type: none"> <li>▪ Developing Research Questions for Medical Researchers Seeking a Cure for a Disease</li> </ul> |
| <b>Grade Band 9-12</b>                                                                                                                              |                                                                                                                                        |
| <ul style="list-style-type: none"> <li>▪ Developing a Research Topic for a Newspaper Article</li> </ul>                                             | <ul style="list-style-type: none"> <li>▪ Developing a Research Topic for a Newspaper Article</li> </ul>                                |



## Cluster 4: Research Process—Taking Notes and Using Information Ethically

**3 Big Ideas (BI):** Critical Thinkers Actively and Skillfully Interpret, Analyze, Evaluate, and Synthesize Information; Effective Research Requires the use of Varied Resources to Gain or Expand Knowledge; Responsible Citizens Use Information Ethically and Productively in a Global Society

**4 Library Information Concepts (LIC):** Research Process: Note-Taking Strategies & Presenting Research Findings; Recalling Information; Using Information Ethically & Responsibly

| <b>BI: Critical Thinkers</b><br><b>LIC: Research Process: Note-Taking Strategies</b><br><b>Grade Bands: 3-5, 6-8, 9-12</b> | <b>BI: Effective Research</b><br><b>LIC: Research Process: Note-Taking Strategies &amp; Presenting Research Findings</b><br><b>Grade Bands: 3-5, 6-8, 9-12</b><br><b>BI: Effective Research</b><br><b>LIC: Recalling Information</b><br><b>Grade Band: PK-2</b> | <b>BI: Responsible Citizens</b><br><b>LIC: Using Information Ethically &amp; Responsibly</b><br><b>Grade Bands: 6-8, 9-12</b>                    |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
|                                                                                                                            | <ul style="list-style-type: none"> <li>▪ Making a Decision about a New Animal for the Zoo (Grades 1-2)</li> </ul>                                                                                                                                               |                                                                                                                                                  |
| <b>Grade Band 3-5</b>                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>▪ Developing a Travel Brochure to Promote Pennsylvania Tourism (Grade 4)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Planning a Field Trip to Washington, D.C. (Grade 5)</li> </ul>                                                                                                                                                         |                                                                                                                                                  |
| <b>Grade Band 6-8</b>                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>▪ Researching Biographical and Critical Information about an Artist</li> </ul>      | <ul style="list-style-type: none"> <li>▪ Researching Biographical and Critical Information about an Artist</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Researching Biographical and Critical Information about an Artist</li> </ul>                            |
| <b>Grade Band 9-12</b>                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>▪ Preparing an Outline for a Film Script</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ Taking Notes &amp; Creating an Infographic Drawing Attention to Misuse of Prescription Drugs</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>▪ Taking Notes &amp; Creating an Infographic Drawing Attention to Misuse of Prescription Drugs</li> </ul> |

## Cluster 5: Drawing Evidence and Synthesizing Information

**3 Big Ideas (BI):** Effective Readers Use Appropriate Strategies to Construct Meaning; Critical Thinkers Actively and Skillfully Interpret, Analyze, Evaluate, and Synthesize Information; and Effective Research Requires the use of Varied Resources to Gain or Expand Knowledge

**3 Library Information Concepts (LIC):** Drawing Evidence: Primary & Secondary Sources; Research Process: Synthesizing Information; Drawing Evidence from Text

| <b>BI: Effective Readers</b><br><b>LIC: Drawing Evidence: Primary &amp; Secondary Sources</b><br><b>Grade Bands: 6-8, 9-12</b>  | <b>BI: Critical Thinkers</b><br><b>LIC: Synthesizing Information</b><br><b>Grade Bands: 6-8, 9-12</b>                                                                                                                     | <b>BI: Critical Thinkers</b><br><b>LIC: Research Process: Synthesizing Information</b><br><b>Grade Bands: 6-8, 9-12</b> | <b>BI: Effective Research</b><br><b>LIC: Drawing Evidence from Text</b><br><b>Grade Bands: 3-5, 6-8, 9-12</b>       |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                         |                                                                                                                     |
| <b>Grade Band 3-5</b>                                                                                                           |                                                                                                                                                                                                                           |                                                                                                                         |                                                                                                                     |
|                                                                                                                                 |                                                                                                                                                                                                                           |                                                                                                                         | <ul style="list-style-type: none"> <li>▪ Evaluating a Manuscript of a Science Fiction Story (Grades 3-4)</li> </ul> |
| <b>Grade Band 6-8</b>                                                                                                           |                                                                                                                                                                                                                           |                                                                                                                         |                                                                                                                     |
| <ul style="list-style-type: none"> <li>▪ Drawing Evidence from Primary &amp; Secondary Sources about Abraham Lincoln</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identifying an Animal from Its Bones</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>▪ Identifying an Animal from Its Bones</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Identifying an Animal from Its Bones</li> </ul>                            |
| <b>Grade Band 9-12</b>                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                         |                                                                                                                     |
| <ul style="list-style-type: none"> <li>▪ *Writing a Newspaper Article about a Mystery</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Taking Notes to Create an Infographic Drawing Attention to Misuse of Prescription Drugs</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>▪ *Preparing for a Public Affairs Program on Television</li> </ul>               | <ul style="list-style-type: none"> <li>▪ Preparing an Outline for a Film Script</li> </ul>                          |
|                                                                                                                                 | <ul style="list-style-type: none"> <li>▪ Commemorating the Centennial of World War I (Grades 9-10)</li> <li>▪ Preparing a Press Release; *Registering to Vote &amp; Choosing a Political Party; (Grades 11-12)</li> </ul> |                                                                                                                         |                                                                                                                     |

**\*No Learning Plan**

## Cluster 6: Preparing Presentations

**4 Big Ideas (BI):** Critical Thinkers Actively and Skillfully Interpret, Analyze, Evaluate, and Synthesize Information; Effective Speakers Prepare and Communicate Messages to Address the Audience and Purpose; Audience & Purpose Influence a Writer’s Choice of Organizational Pattern, Language, & Literary Technique; Responsible Citizens Use Information Ethically and Productively in a Global Society

**4 Library Information Concepts (LIC):** Integrating Diverse Media; Preparing Multimedia Presentations; Producing & Publishing with Technology; Using Digital Media

| <b>BI Critical Thinkers</b><br><b>LIC: Integrating Diverse Media</b><br><b>Grade Bands: 6-8</b>                           | <b>BI: Effective Speakers</b><br><b>LIC: Preparing Multimedia Presentations</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>                              | <b>BI: Audience &amp; Purpose</b><br><b>LIC: Producing &amp; Publishing with Technology</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>                  | <b>BI: Responsible Citizens</b><br><b>LIC: Using Digital Media</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>                                  |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                    |                                                                                                                                                          |                                                                                                                                                          |                                                                                                                                                 |
|                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Preparing a Digital Presentation on Fire Prevention (Grade 2)</li> </ul>                                        | <ul style="list-style-type: none"> <li>▪ Preparing a Digital Presentation on Fire Prevention (Grade 2)</li> </ul>                                        | <ul style="list-style-type: none"> <li>▪ Preparing a Digital Presentation on Fire Prevention (Grade 2)</li> </ul>                               |
| <b>Grade Band 3-5</b>                                                                                                     |                                                                                                                                                          |                                                                                                                                                          |                                                                                                                                                 |
|                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Creating a Multimedia Presentation of a Poem (Grades-4 5)</li> </ul>                                            | <ul style="list-style-type: none"> <li>▪ Creating a Multimedia Presentation of a Poem (Grades 4- 5)</li> </ul>                                           | <ul style="list-style-type: none"> <li>▪ Creating a Multimedia Presentation of a Poem (Grades 4- 5)</li> </ul>                                  |
| <b>Grade Band 6-8</b>                                                                                                     |                                                                                                                                                          |                                                                                                                                                          |                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>▪ Creating Awareness of Global Labor Practices that Exploit Child Labor</li> </ul> | <ul style="list-style-type: none"> <li>▪ Creating a Video Preview Trailer to Promote a Book to Read</li> </ul>                                           | <ul style="list-style-type: none"> <li>▪ Creating a Video Preview Trailer to Promote a Book to Read</li> </ul>                                           | <ul style="list-style-type: none"> <li>▪ Creating a Video Preview Trailer to Promote a Book to Read</li> </ul>                                  |
| <b>Grade Band 9-12</b>                                                                                                    |                                                                                                                                                          |                                                                                                                                                          |                                                                                                                                                 |
|                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Preparing a Public Service Announcement for At-Risk Students; *Preparing to Build a “Green” Building</li> </ul> | <ul style="list-style-type: none"> <li>▪ Preparing a Public Service Announcement for At-Risk Students; *Preparing to Build a “Green” Building</li> </ul> | <ul style="list-style-type: none"> <li>▪ Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools</li> </ul> |

## Cluster 7: Responsible Citizen Behaviors

**Big Idea (BI):** Responsible Citizens Use Information Ethically and Productively in a Global Society  
**2 Library Information Concepts (LIC):** Demonstrating Technology Etiquette & Safety; Behaving as a Digital Citizen

| <b>BI: Responsible Citizens</b><br><b>LIC: Demonstrating Technology Etiquette &amp; Safety</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>      | <b>BI: Responsible Citizens</b><br><b>LIC: Behaving as a Digital Citizen</b><br><b>Grade Bands: PK-2, 3-5, 6-8, 9-12</b>                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Band PK-2</b>                                                                                                                          |                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>▪ Demonstrating Proper Etiquette when Using Technology (Grades PK-1)</li> </ul>                          | <ul style="list-style-type: none"> <li>▪ *Demonstrating How to Use Technology Safely and Responsibly (Grades PK-1)</li> </ul>                   |
| <b>Grade Band 3-5</b>                                                                                                                           |                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>▪ Preventing Cyberbullying through Demonstrating Positive Online Behaviors (Grade 4)</li> </ul>          | <ul style="list-style-type: none"> <li>▪ Preventing Cyberbullying through Demonstrating Positive Online Behaviors (Grade 4)</li> </ul>          |
| <b>Grade Band 6-8</b>                                                                                                                           |                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>▪ Demonstrating Appropriate Behavior while Participating in an Online Discussion</li> </ul>              | <ul style="list-style-type: none"> <li>▪ Demonstrating Appropriate Behavior while Participating in an Online Discussion</li> </ul>              |
| <b>Grade Band 9-12</b>                                                                                                                          |                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>▪ Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools</li> </ul> | <ul style="list-style-type: none"> <li>▪ Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ *Developing a Top-Ten List for Technology Etiquette</li> </ul>                                         |                                                                                                                                                 |

**\*No Learning Plan**

**Stage 2 Performance Tasks & Stage 3 Learning Plans for Grade Bands, Arranged by Clustered Big Ideas & Concepts**

| Clustered Big Ideas                                                                        | Library Info Concepts                                                                                                                                                                                                                                             | Grade Band PK-2                                                                                                                                                                                                                   | Grade Band 3-5                                                                                                                                                       | Grade Band 6-8                                                                                                                                                                                                                             | Grade Band 9-12                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Effective Readers</b>                                                                   | <ul style="list-style-type: none"> <li>Evaluating Diverse Media</li> <li>Selecting Informational Texts &amp; Literary Nonfiction</li> <li>Drawing Evidence: Primary Sources</li> <li>Selecting Literary Fiction</li> <li>Identifying Literary Elements</li> </ul> | <ul style="list-style-type: none"> <li>Evaluating Pictures of Wild Animals for a Report</li> <li>Creating a Genre Pie</li> <li>Selecting Literary Nonfiction and Informational Texts to Find Information about Planets</li> </ul> | <ul style="list-style-type: none"> <li>Planning a Field Trip to Washington, D.C</li> <li>Creating a Digital Advertisement for a New Literary Fiction Book</li> </ul> | <ul style="list-style-type: none"> <li>Leading a Book Discussion of a Genre Novel</li> <li>Creating Awareness of Global Labor Practices that Exploit Child Labor</li> <li>Drawing Evidence from Primary &amp; Secondary Sources</li> </ul> | <ul style="list-style-type: none"> <li>Selling Genetically-Modified Food</li> <li>Writing a Genre Review for <i>The New York Times Book Review</i></li> </ul>                                                          |
| <b>Critical Thinkers, Effective Research</b>                                               | <ul style="list-style-type: none"> <li>Evaluating Sources</li> <li>Accessing, Identifying, &amp; Evaluating Sources</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Selecting a Pet for the Classroom</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Selecting Sources for Planning Healthy Menus</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Preparing a List of Sources for Visitors of the Gettysburg Visitor Center</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Persuading Mass Market Outlets to Accept Political Ads</li> </ul>                                                                                                               |
| <b>Critical Thinkers, Effective Research</b>                                               | <ul style="list-style-type: none"> <li>Research Process: Developing Research Topic &amp; Questions</li> <li>Research Process: Effective Inquiry</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Deciding What to Sell in the School Store</li> <li>Selecting a Pet for the Classroom</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Developing Research Questions about a Career</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Developing Research Questions for Medical Researcher Seeking Cure</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Developing a Research Topic for a Newspaper Article</li> </ul>                                                                                                                  |
| <b>Critical Thinkers, Effective Research, Responsible Citizens</b>                         | <ul style="list-style-type: none"> <li>Research Process: Note-Taking Strategies</li> <li>Research Process: Note-Taking Strategies &amp; Presenting Research Findings</li> <li>Using Information Ethically &amp; Responsibly</li> </ul>                            | <ul style="list-style-type: none"> <li>Making a Decision about a New Animal for the Zoo</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Developing a Travel Brochure to Promote PA Tourism</li> <li>Planning a Field Trip to Washington, D.C.</li> </ul>              | <ul style="list-style-type: none"> <li>Researching Biographical and Critical Information about an Artist</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Preparing an Outline for a Film Script</li> <li>Taking Notes to Create an Infographic</li> </ul>                                                                                |
| <b>Effective Readers, Critical Thinkers, Effective Research</b>                            | <ul style="list-style-type: none"> <li>Drawing Evidence: Primary &amp; Secondary Sources</li> <li>Synthesizing Information</li> <li>Research Process: Synthesizing Information</li> <li>Drawing Evidence from Text</li> </ul>                                     | <b>No Performance Task</b>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Evaluating a Manuscript of a Science Fiction Story</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Identifying an Animal from Its Bones</li> <li>Drawing Evidence from Primary &amp; Secondary Sources About Abraham Lincoln</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Preparing an Outline of a Film Script</li> <li>Commemorating the Centennial of WWI</li> <li>Preparing a Press Release</li> <li>Taking Notes to Create an Infographic</li> </ul> |
| <b>Critical Thinkers, Effective Speakers, Audience &amp; Purpose, Responsible Citizens</b> | <ul style="list-style-type: none"> <li>Integrating Diverse Media</li> <li>Preparing Multimedia Presentations</li> <li>Producing &amp; Publishing with Technology</li> <li>Using Digital Media</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Preparing a Digital Presentation on Fire Prevention</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Creating a Multimedia Presentation of a Poem</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Creating a Video Preview Trailer to Promote a Book to Read</li> <li>Creating Awareness of Global Labor Practices that Exploit Child Labor</li> </ul>                                                | <ul style="list-style-type: none"> <li>Preparing a Public Service Announcement for At-Risk Students</li> <li>Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools</li> </ul>    |
| <b>Responsible Citizens</b>                                                                | <ul style="list-style-type: none"> <li>Demonstrating Technology Etiquette &amp; Safety</li> <li>Behaving as a Digital Citizen</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Demonstrating Proper Etiquette when Using Technology</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Preventing Cyberbullying through Demonstrating Positive Online Behavior</li> </ul>                                            | <ul style="list-style-type: none"> <li>Demonstrating Appropriate Behavior while Participating in an Online Discussion</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Creating a Public Service Announcement Promoting Responsible Digital Citizenship in Schools</li> </ul>                                                                          |

**Stage 3 Learning Plan:  
WHERE TO Template Explanation**

| WHERE TO                                                                | Explanation                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus on the Students</b>                                            | <b>To what extent is the learning plan effective and engaging for the students?</b>                                                                                                                                                                                   |
| <b>W</b> here?                                                          | <b>Where are the students going? The Learning Goals:</b> Correlated <i>PA Core Standards</i> ; <i>The Model Curriculum for PA School Library Programs</i> , Stage 1 Desired Results: Big Ideas and Essential Questions, Library Information Concepts and Competencies |
| What?                                                                   | <b>What is required of the students?</b> <i>The Model Curriculum for PA School Library Programs</i> , Stage 2 Assessment Evidence: Performance Tasks and Rubrics                                                                                                      |
| Why?                                                                    | <b>Why is it important to the students?</b> Explaining to students the value of learning the content/skill in terms of their own experiences                                                                                                                          |
| <b>H</b> ook and Hold to Engage Students                                | How can the students be <b>hooked</b> (engaged) in digging into the Big Ideas, e.g., through inquiry, research, problem-solving, and experimentation?                                                                                                                 |
| <b>E</b> xplore, Experience, Enable, Equip                              | Are the students provided adequate opportunities to <b>explore</b> and <b>experience</b> the Big Ideas and receive instruction and/or out-of-class learning experiences to <b>enable</b> and <b>equip</b> them for the required performance tasks?                    |
| <b>R</b> ethink, Revise, Rehearse, Refine                               | Are the students provided sufficient opportunities to <b>rethink</b> , <b>revise</b> , <b>rehearse</b> , and <b>refine</b> their work based upon timely feedback and formative assessment from instructors and peers and through self-reflection?                     |
| <b>E</b> valuate Work and Progress                                      | Do the students have an opportunity to <b>evaluate</b> their work and set future goals? Are they provided summative assessment from their peers and their instructors and do they self-assess so that they know where to go from here?                                |
| <b>Focus on the Learning Plan</b>                                       | <b>To what extent is the learning plan . . . ?</b>                                                                                                                                                                                                                    |
| <b>T</b> ailor and Personalize for All Students                         | Is the learning plan <b>tailored</b> and flexible enough to address the interests and learning styles of all students? Can the learning plan be differentiated by content, process, and product through choices and options?                                          |
| <b>O</b> rganize and Sequence for Optimal Effectiveness (Cover/Uncover) | Is the learning plan <b>organized and sequenced</b> to maximize engagement and effectiveness? What needs to be “covered” through step-by-step instruction and sequencing and what can be “uncovered” or unfolded as needed or in cycles?                              |

**Adapted and expanded from McTighe, Jay and Grant Wiggins. *Understanding by Design: Professional Development Workbook*. Alexandria, VA: ASCD, 2004, p. 212.**

## Stage 3 Learning Plan: Examples of Instructional Strategies

### **Pre-Assessment of Knowledge and/or Skills**

- Conduct a pre and post assessment of student knowledge/understanding
- Use K-W-L chart to help students identify 3 stages of Know Already, Want to Know, Learned

### **Constructivist Learning Strategies**

- Pose situations that call for problem solving and for inquiry-based learning
- Use simulation and case studies

### **Direct Instruction, Demonstration, Modeling**

- Provide direct instruction of a needed skill: e.g., formulate search strategies, create a graphic organizer to organize information, generate and test a research question
- Demonstrate a skill
- Model a process or performance

### **Coaching**

Coach, provide guided practice with quick informal feedback, foster independent practice

### **Scaffolding**

Scaffold and provide cues for more complex learning and/or multi-step processes

### **Auditory/Visual/Spatial Strategies**

- Use techniques that emphasize auditory learning such as a read-alouds and group discussions
- Use techniques that emphasize visual/spatial learning such as film and video, PowerPoint and Prezi, graphic organizers, infographics; using color and shapes to connote meaning

### **Peer-Learning Strategies**

- Develop collaborative team project
- Encourage formative peer assessment during the learning process

### **Self-and Peer-Reflection**

Encourage self and peer reflection of process, product, and/or performance formatively and summatively

### **Differentiation**

Use differentiated choices by offering varying levels of text complexity for resources, of process, of how students work individually or in pairs or small groups, of topics, and of presentation/product

### **Consider These Questions When Determining Instructional Strategies:**

- What content/skills will the librarian and teacher teach to prepare students to complete the performance task successfully to demonstrate their competency(ies) and their understandings of the library information concepts?
- What will the instructional strategies be and how can these be sequenced most effectively?
- What needs to be covered; what needs to be uncovered as necessary?
- How many lessons (or how much time) will be necessary to prepare all students for the performance task?

**Stage 3 Learning Plan: WHERETO Template**

**Performance Task:**

**Grade Band:**

**Focus on the Students: To what extent is the learning plan effective and engaging for the students?**

**Why?** The value to the student of learning the content/skills

**Hook and Hold to Engage**

**Explore, Experience, Enable, Equip**

**Rethink, Revise, Rehearse, Refine (formative)**

**Evaluate Work and Progress (summative)**

**Focus on the Learning Plan**

**Tailor and Personalize for All Students**

**Organize and Sequence for Optimal Effectiveness**  
(Cover/Uncover)



**Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences**

**Performance Task:**

**Grade Band:**

**Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies**

**Content/Skills:**

**Instructional Strategies:**

**Student Learning Experiences:**

**Sequencing:**

**Collaboration:**

### Stage 3: Learning Plan – Resources to Support the Learning Plan

**Performance Task:**

**Grade Band:**

#### Suggested Resources for Librarian and Teacher to Use in Instruction

| Format                                                                           | Resource |
|----------------------------------------------------------------------------------|----------|
| <b>Books (fiction, informational texts, narrative nonfiction, drama, poetry)</b> |          |
| <b>Primary Sources</b>                                                           |          |
| <b>Periodicals/Periodical Articles</b>                                           |          |
| <b>Websites</b>                                                                  |          |
| <b>Music/ Songs</b>                                                              |          |
| <b>Spoken Word</b>                                                               |          |
| <b>Video</b>                                                                     |          |
| <b>Photos/Art Work</b>                                                           |          |
| <b>Apps</b>                                                                      |          |
| <b>Social Media</b>                                                              |          |
| <b>Community/Human Resources</b>                                                 |          |
| <b>Teaching Equipment, Technology, &amp; Supplies</b>                            |          |

Adapted from McTighe, Jay and Grant Wiggins. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.

### Stage 3: Learning Plan – Resources to Support the Learning Plan

**Performance Task:**

**Grade Band:**

#### Suggested Resources for Background/Further Study for Teachers and Students

| Format                                                                           | Resource |
|----------------------------------------------------------------------------------|----------|
| <b>Books (fiction, informational texts, narrative nonfiction, drama, poetry)</b> |          |
| <b>Primary Sources</b>                                                           |          |
| <b>Periodical Articles</b>                                                       |          |
| <b>Web Sites</b>                                                                 |          |
| <b>Music/Songs</b>                                                               |          |
| <b>Spoken Word</b>                                                               |          |
| <b>Video</b>                                                                     |          |
| <b>Photos/Art Work</b>                                                           |          |
| <b>Apps</b>                                                                      |          |
| <b>Social Media</b>                                                              |          |
| <b>Community/Human Resources</b>                                                 |          |