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**School:** [Plymouth Regional High School](#)

**Course #:** LM101

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**Grade Level:** 9-12

MONTH/YEAR	ESSENTIAL QUESTIONS/COMPETENCIES 	CONTENT 	SKILLS/PROFICIENCIES 	ASSESSMENT 	
September 2007	1. Students will use skills, resources and tools to inquire, think critically, and gain knowledge.	1.1 Through integration with English, Social Studies, Science, Math, Foreign Language, Arts, & Career and Technology Education	<p>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.</p> <p>1.2 Use prior and background knowledge as context for new learning.</p> <p>1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>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.</p> <p>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.</p> <p>1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.9 Collaborate with others to broaden and deepen understanding.</p>	<p>1.1 Students are able to monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.2 Students are able to use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.3 Students are able to monitor gathered information, and assess for gaps and weaknesses.</p> <p>1.4 Students will seek appropriate help when needed.</p>	

October 2007	2. Students will use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge.	2.1 Through integration with English, Social Studies, Science, Math, Foreign Language, Arts, & Career and Technology Education	<p>2.1 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.</p> <p>2.2 Organize knowledge so that it is useful.</p> <p>2.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.4 Use technology and other information tools to analyze and organize information.</p> <p>2.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p>2.1 Students are able to determine how to act on information (accept, reject, modify).</p> <p>2.2 Students are able to reflect on systematic process, and assess for completeness of investigation.</p> <p>2.3 Students are able to recognize new knowledge and understanding.</p> <p>2.4 Students are able to develop directions for future investigations.</p>
November 2007	3.1 Students use skills, resources, and tools to share knowledge, and participate ethically and productively as members of our democratic society.	3.1 Through integration with English, Social Studies, Science, Math, Foreign Language, Arts, & Career and Technology Education.	<p>3.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.5 Connect learning to community issues.</p> <p>3.6 Use information and technology ethically and responsibly.</p>	<p>3.1 Students are able to assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.2 Students are able to assess the quality and effectiveness of their own learning product.</p> <p>3.3 Students are able to assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for others viewpoints.</p>
December 2007	4.1 Students use skills, resources, and tools to pursue personal and aesthetic growth.	4.1 Through integration with English, Social Studies, Science,	4.1 Read, view, and listen for pleasure and personal growth.	4.1 Students are able to identify own areas of interest.

		Math, Foreign Language, Arts, & Career and Technology Education.	<p>4.2 Read widely and fluently to make connections with self, the world, and previous readings.</p> <p>4.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.6 Organize personal knowledge in a way that can be called upon easily.</p> <p>4.7 Use social networks and information tools to gather and share information.</p> <p>4.8 Use creative and artistic formats to express personal learning.</p>	<p>4.2 Students are able to recognize the limits of own personal knowledge.</p> <p>4.3 Students are able to recognize how to focus efforts in personal learning.</p> <p>4.4 Students are able to interpret new information based on cultural and social context.</p> <p>4.5 Students are able to develop personal criteria for gauging how effective own ideas are expressed.</p> <p>4.6 Students are able to evaluate ability to select resources that are engaging and appropriate for personal interests and needs.</p>
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