

Learning Outcomes Chart

Components of Learning	Learning Outcomes
<p>Knowledge and Understanding of Ideas</p> <ul style="list-style-type: none"> - Content knowledge - Concept attainment to develop understanding 	<ul style="list-style-type: none"> • Identifies key issues within the topic • Demonstrates an understanding of key concepts (including ideas, opinions presented, facts, statistics, vocabulary, and big ideas) within the topic • Identifies critical information with relevant examples and provides evidence to support their responses • Uses inductive reasoning (making broad generalizations from specific content) while reading various selections to understand the big ideas within the topic
<p>Critical Thinking</p> <ul style="list-style-type: none"> - Deconstructing multi-literacies - Critical and innovative thinking - Planning skills 	<ul style="list-style-type: none"> • Examines multiple points of view and perspectives (considering individual and collective identities) to identify biases • Questions and challenges the notions of power and privilege (economic, societal, historic, political, cultural, and environmental) • Generates, gathers, and organizes ideas/information to incorporate into their responses and action planning • Makes inferences, evaluates, and forms conclusions about the big ideas
<p>Communication of Ideas</p> <ul style="list-style-type: none"> - Organization of ideas and expression of information - Use of appropriate conventions 	<ul style="list-style-type: none"> • Organizes ideas to express information in a clear and concise message using a variety of forms (e.g., verbal and non-verbal communication, visual, written and/or media) • Communicates information for an intended purpose and audience • Uses subject-specific conventions appropriately (e.g., writing conventions, informal and formal oral communication, media forms, etc.)
<p>Application of Concepts</p> <ul style="list-style-type: none"> - Application of social justice concepts within the topic, between topics, and transferred to other curricular areas - Enduring understanding 	<ul style="list-style-type: none"> • Deconstructs the inquiry question in order to construct their own position/stance on the issue • Uses social justice concepts to make connections from the texts to other texts, themselves, their school, home, community, world, etc. • Applies conceptual understandings to different areas of the curriculum • Draws conclusions using inductive reasoning to inform actions (personal, local, national, and global) that impact change • Questions and challenges current injustices/inequities as they relate to the concept or topic • Challenges and questions the universal messages presented as fundamental concepts/big ideas in curricula