

Grade Pre-K-K

Adopted 2010

Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.

A. Follow an Inquiry Process

1. Follow an inquiry process and connect the process to real life.
 - a. With guidance, identify inquiry as a process.
 - b. With guidance, provide examples of how the process can be used in real life.
 - c. With guidance, follow the inquiry process used in the school for an assigned information need.

B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

1. Identify an assigned or personal information need.
 - a. With guidance, identify an assigned information need.
 - b. With guidance, identify a personal information need.
2. Determine the scope of the information need.
3. Formulate and refine questions to meet an information need.

Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.

A. Locate and Evaluate Resources

1. Identify resources to meet the information need.
2. Use safe practices when online.
 - a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.
 - b. With guidance, identify safe and unsafe online practices

B. Locate and Evaluate Sources

1. Locate and select sources to meet the information need.
 - a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.
 - b. With guidance, use the media center's catalog to locate sources to meet the information need.
 - d. With guidance, select print, online, and multimedia sources

Find, Generate, Record, and Organize Data/Information:
Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.

A. Find Data/Information within a Variety of Sources

1. Use specific sources to find information.
 2. Evaluate the relevance of information within a specific source to meet the information need.
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B. Generate New Data/Information in an Ethical Manner.

1. Generate new data/information from interviews and/or surveys.
 - a. With guidance, generate appropriate questions to meet the information need.
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C. Record and Organize Data/Information

1. Record data/information in a variety of formats.
 2. Use an appropriate and accepted citation style to create a source list.
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Interpret Recorded Data/Information:
Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.

A. Interpret Recorded Data/Information

1. Evaluate and analyze the quality of recorded data/information to meet the information need.
 2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.
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B. Create New Understandings and Knowledge

1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.
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Share Findings/Conclusions:
Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.
 2. Share findings/conclusions.
 - a. Contribute to a learning community.
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B. Evaluate the Product and the Process

1. Evaluate the inquiry process and the information product.
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Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning.

A. Appreciate Literature and Multimedia

1. Identify relationships between fiction and nonfiction literature and real life.
 - a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.
 - b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections.
 - i. With guidance, summarize the main idea in literature and/or multimedia.
 - ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature.
 - c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction.
 - d. With guidance, use literature to answer questions or solve problems.
 - e. With guidance, use literature to evaluate personal decisions.
2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.
 - a. Follow circulation procedures and policies in the library media center.
 - b. Locate and select literature and/or multimedia in a variety of genres.

B. Demonstrate Life-long Learning Practices

1. Connect literature and multimedia to learning.
 - a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
 - d. With guidance, contribute to a learning community.