

Grades 6, 8

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. Identify the inquiry process used in the school.
 - b. Explain how the process can be used to solve a personal information need.
 - c. 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. Identify an assigned information need.
 - b. Identify a personal information need.
 2. Determine the scope of the information need.
 - a. Create, refine, and use criteria to determine the scope of an information need.
 3. Formulate and refine questions to meet an information need.
 - a. Use prior knowledge to individually formulate and refine questions to meet an information need.
 - b. Use background information to refine researchable questions.
-

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.
 - a. With guidance, explore and identify human, print, online, and multimedia resources.
 - b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.
 - c. With guidance, refine or revise researchable questions based on access to and availability of resources.
 2. Use safe practices when online.
 - a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.
-

B. Locate and Evaluate Sources

1. Locate and select sources to meet the information need.
 - a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources.
 - b. Choose a citation style appropriate to the subject for a preliminary source list.
 - c. Select and record potential sources of print, online and multimedia resources and their locations.
 2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner.
 - a. Evaluate sources based on currency, authority, reliability, bias, point of view and relevance to select sources that best meet the information need.
 - b. Use text features effectively to select sources that meet the information need
 - c. Defend selected 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.
 - a. Use keywords and text features to find information within a specific source.
 - b. Explain which strategies (keywords, text features) are used to find information within a specific source and why.
 - c. With guidance, use technology tools to find data/information within a specific source.
 2. Evaluate the relevance of information within a specific source to meet the information need.
 - a. Differentiate between fact and opinion within a specific source.
 - b. Confirm that the information found within a specific source matches the information need.
-

B. Generate New Data/Information in an Ethical Manner.

1. Generate new data/information from observations, interviews, and/or surveys.
 - a. With guidance, generate effective criteria for observations and questions for interviews and surveys.
 - b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer).
 - c. Exhibit intellectual integrity and ethical behavior in generating information.
-

C. Record and Organize Data/Information

1. Record data/information in a variety of formats.
 - a. Explain why a specific format is being used to record data/information to meet the information need.
 - b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information.
 - c. Defend a format for organizing data/information.
 - d. Use keywords to identify relevant information.
 - e. Avoid plagiarism by correctly recording direct quotations and keeping track of sources used.
 - f. Avoid plagiarism by correctly citing information sources using an accepted style.
 - g. Use technology to record and organize data/information.
 2. Use an appropriate and accepted citation style to create a source list.
 - a. Explain the purpose of giving credit to sources of information.
 - b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).
 - c. Create a source list using an accepted citation style.
 - d. Use technology to create a source list in an accepted citation style.
 3. Revisit the information need.
 - a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.
-

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.
 - a. Identify the main idea of the recorded information.
 - b. Compare recorded information to prior knowledge and make personal connections.
 - c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.
 - d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.
 - e. Find and record missing or additional data/information

2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.
 - a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.
 - b. Ethically and accurately summarize and paraphrase the recorded data/information.
 - c. With guidance, identify point of view and bias within the recorded data/information.
 - d. Identify and analyze patterns within the recorded data/information to create categories.
 - e. Make connections and inferences using prior knowledge and the recorded data/information.
 - f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.
 3. Apply ethical practices to the evaluation and analysis of the recorded data/information.
 - a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.
 - b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.
 - c. Identify possible alternative interpretations applicable to the recorded data/information.
-

B. Create New Understandings and Knowledge

1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.
 - a. Synthesize recorded data/information from multiple sources.
 - b. Draw conclusions from the recorded data/information to create and articulate new understandings.
 - c. Reflect and decide on the order in which to organize or present the recorded data/information
 - d. Defend the conclusions drawn from the recorded data/information.
-

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

A. Share Findings/Conclusions

and evaluate the products and the processes in an ethical manner.

1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.
 - a. Organize and display findings/conclusions in a variety of formats, including the use of technology.
 - b. Design layouts that communicate content effectively for intended audiences.
 - c. Apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.
 - d. Use technology to present findings/conclusions in a variety of formats.
 - e. Edit/review/revise/practice the presentation of the information product.
 - f. Apply fair use, copyright laws, and Creative Commons attributions.
2. Individually, collaboratively, and responsibly share findings/conclusions.
 - a. Contribute to a learning community.
 - b. Practice digital etiquette when sharing findings and conclusions.
 - c. Credit sources using an appropriate citation format as part of the information product.

B. Evaluate the Product and the Process

1. Evaluate the inquiry process and the information product.
 - a. With guidance, create and apply criteria for evaluating the information product.
 - b. Use audience feedback and/or peer review to reflect on the information product and the learning process.
 - c. Reflect on the information need, new knowledge, and the need for additional information.
 - d. Reflect on the inquiry process and how to use it more effectively and efficiently.

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. 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, literature-to-multimedia, and literature-to-world connections.
 - i. Summarize the main idea in literature and/or multimedia.
 - ii. Identify how various literary elements influence/inform the reader's experience of literature.
 - c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction.
 - d. Use literature to answer questions, make decisions, or solve problems.
 - e. Use literature to evaluate historical problems, current social events, and 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 and other libraries.
 - 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. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
 - b. Defend literature and/or multimedia choices.
 - c. Explain why intellectual freedom is important and how it can be preserved.
 - d. Contribute to a learning community.
 - e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.