Maryland Library Media

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 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.
   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.