S~ Library Orientation   How to use the Library - review.

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Essential	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Research Process ~	This is an ongoing unit as classes sign up to use the library for research.					

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Essential	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is research?	Research Process	1.1.1

Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent learning activities. | Inquiry | | | | 1.1.1-SKILLS ~ Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| What is inquiry? | | | Process
Investigate
Research | | | | |
What do I need to know?	Task Definition/Pre-research	1.1.2	Key words				1.1.2-SKILLS ~ Use prior and background knowledge as context for new learning.
What do I want to learn?		Identify key words or synonyms to use in further research.	Synonyms				
		Identify and use appropriate sources to acquire background information.	Background Information				
How do I determine what types of questions will focus my research?	Task Definition/Developing a Working Thesis Statement	1.1.3	Research questions				1.1.3-SKILLS ~ Develop and refine a range of questions to frame the search for new understanding.
		Write questions independently based on key ideas or areas of focus.	Factual Questions				

Is my topic researchable?					
		Determine what information is needed to support the investigation and answer the questions.	Interpretive Questions		
What do I need to know?					
		Analyze what is already known or what is observed or experienced to predict answers to inquiry questions.	Questioning Process		
What do I already know?					
		Refine questions depending on the type of information needed (e.g., overview, big-idea, specific detail, cause and effect, comparison).	Hypothesis		
			Thesis		
How does a thesis statement help me to define and write about a topic?					
What resources can I use?	Identifying Sources	1.1.4	Nonfiction	OPAC	1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.
Which resources will best answer my question?	Information Seeking Strategies	Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks).	Reference		
Where are these resources located?		Locate appropriate non-fiction resources utilizing the library's classification scheme.	General Encyclopedia	World Book (print and online)	
Which are the most appropriate sources for background information?		Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.	Specialized Reference Sources	EBSCO databases	

		Select a variety of credible sources in different formats relevant to research needs.	Online Catalog/OPAC	Power Library databases		
			Subscription database	Print books and magazines		
			Website			
			Periodical: Magazine, Newspaper, Journal			
			Primary source			
			Secondary source			
What is relevant information?	Information Seeking Strategies	Recognize that information has a social or cultural context based on currency, accuracy, authority, and point of view.	RADCAB	RADCAB	1.1.5-SKILLS ~ Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
How do I determine which source is relevant to my needs?		Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.	Relevancy		
How do I determine if a source is up to date?			Appropriateness		
Why is the author\Publisher important?			Details		
Why did the author write this?			Currency		
			Authority		
How do I gather and record information found in various sources?	Extracting Information	Evaluate, paraphrase, and summarize information in various formats.	NoodleTools	NoodleTools Subscription	1.1.6-SKILLS ~ Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

				1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
How do I summarize relevant information for my topic?		Use both facts and opinions responsibly by identifying and verifying them.	Notecard	
What information do I need to create a bibliography?			Direct Quote	
What is a direct quote?			Paraphrase	
How do I paraphrase?			Summarize	
How do I take notes on a topic?			My Ideas/Reflection	
How do I organize my notes?				
How do I determine which information is factual and which is based on point of view or bias?	Use of Information	Seek more than one point of view by using diverse sources.	Bias	1.1.7-SKILLS ~ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias
How do I resolve conflicting information?		Explain the effect of different perspectives (points of view) on the information.	Different points of view	
		Identify Bias	Fact	
			Opinion	
Why is it important to use different search tools and various commands when searching?	Location and Access	Use technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information.	Electronic Resources	1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
What is a search strategy?		Implement key word search strategies.	Database	

What is a subject search?		Select and use grade-level appropriate electronic reference materials and teacher-selected Internet sites to answer questions.	Internet	
What is a keyword search?		Use a variety of search engines to do advanced searching. (i.e., NetTrekker, Google, Databases)	Search Strategies	
How do I locate information in a database?			Key Word Search	
How do I locate information in a website?			Truncation	
			Phrase Searching	
			Subject Search	
			Search Engines	
			Subject Directory	
			NetTrekker	
How do I resolve conflicting information?	Use of Information	Compare and contrast information found in different sources.		2.1.1-SKILLS ~ 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.
How do I draw conclusions when there are conflicting views?		Assess the importance of ideas by comparing their treatment across texts.	Points of View	
How do I make sense of the way information is treated in different sources?		Identify main ideas and find supporting examples, definitions, and details.	Discrepancy	
			Bias	
		Analyze different points of view discovered in different sources.		

How do I organize my information effectively and efficiently?	Use of Information	Combine and categorize information by using an outline or semantic web to find connections among ideas (Noodle Tools).	Notecards Piles Tags Outline	NoodleTools Subscription	2.1.2-SKILLS ~ Organize knowledge so that it is useful.
How do I determine which is the most important information for my purpose?	Synthesis	Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.	Thesis		2.1.3-SKILLS ~ Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
How do I determine if I am addressing the information solving process while working to produce a suitable end product?		Form opinions and judgments backed up by supporting evidence.			
What electronic tools will help me to organize and see patterns in my information?	Synthesis	Identify and apply common productivity software and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.			2.1.4-SKILLS ~ Use technology and other information tools to analyze and organize information.
			Patterns of information	NoodleTools collaboration feature	
		Use online tools to participate as a group in analyzing and organizing information.	Collaboration	Google Docs	

Cite all sources used.

2.1.6-SKILLS ~ Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

How do we credit our sources?

3.1.1

3.1.1-SKILLS ~ Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2-SKILLS ~ Participate and collaborate as members of a social and intellectual network of learners.

Present conclusions and supporting facts in a variety of ways.
Follow plan of work but seek feedback for improving the process.
Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

3.1.6-SKILLS ~ Use information and technology ethically and responsibly.

3.1.2
Practice responsible and ethical use of information resources, both in own library and in other institutions.

3.1.6
Avoid plagiarism by rephrasing information in own words.

Document quotations and cite sources using correct bibliographic format.

Abide by Acceptable Use Policy by accessing only appropriate information.

Use programs and Internet sites responsibly and ethically.

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O c t o b e r	National History Day - Research Contest Phase 1 ~	Collaboration with 8th grade Communications Teachers. National History Day contest theme is used as the framework to teach specific research skills.						
	What is research?	Research Process	1.1.1	Inquiry				
	What is inquiry?		Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent learning activities.					
				Process				
				Investigate				
				Research				
	What do I need to know?	Task Definition/ Pre-research	Select a significant and viable turning point research topic			Selecting a topic	Selecting a Topic Checklist	
	What do I want to learn? What is meant by a Turning Point in History?						Topic Justification	
N o	Research Process ~	See September for the complete research process curriculum. Individual components will be implemented throughout the school year with library/content area integrated units.						
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M a y								

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