

Grades 7, 8

Adopted 2010

Students access information.

1.1 Recognize the need for information:

- a. Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations.
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1.2 Formulate appropriate questions:

- a. Establish a hypothesis, a position statement, or both.
- b. Identify topics and subtopics; ask and evaluate research questions for relevancy.
- c. Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources.

1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

- a. Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks.
- b. Identify scholarly, accurate, and current sources of information in a variety of formats.
- c. Prioritize sources of information for efficient and effective use.
- d. Develop and use successful search strategies to locate information sources, including primary and secondary sources.
- e. Understand and demonstrate appropriate use of "tags" for online resources.
- f. Use an automated library catalog to locate a variety of references and other library resources that support a research question.
- g. Use digital resources to access information beyond the school library collection.
- h. Demonstrate knowledge of the types of resources needed to best answer a question.
- i. Identify the authority of URL Internet extensions and the potential for bias (e.g., .com, .org, .edu, .gov, .us, .net).
- j. Use a variety of encyclopedias and other references to gather information.
- k. Use indexes online and in print.
- l. Use print and/or digital indexes or the search engines of subscription periodical databases to locate information in periodicals and save to an electronic file.
- m. Use print and online bibliographies and references to identify and locate additional resources.
- n. Understand the differences between search engines and metasearch engines and hierarchical directories.

1.4 Retrieve information in a timely, safe, and responsible manner:

- a. Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics).
 - b. Explain what the Internet is, how it was created, and how it works.
 - c. Identify cues in visual media to assist in retrieving information.
 - d. Use a dictionary to learn the history of common words.
 - e. Demonstrate effective notetaking, including citation references, quotations, and major points.
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Students evaluate information.

2.1 Determine the relevance of the information:

- a. Assess the author's evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials.
 - b. Evaluate sources for fact, opinion, propaganda, currency, and relevance.
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2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

- a. Evaluate the credibility, comprehensiveness, and usefulness of print, nonprint, and digital information sources.
 - b. Analyze differences among various categories of informational materials (e.g., textbooks, newspapers, magazines, atlases, online resources) in terms of structure and purpose.
 - c. Evaluate the authority of authors, Web site hosts, and sponsoring organizations of Web sites and print material.
 - d. Assess currency and timeliness in evaluating a Web site and other media.
 - e. Identify and assess evidence that supports ideas and concepts presented in audio and visual media.
 - f. Evaluate information from visual media as a primary and a secondary source, and distinguish the differences.
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2.3 Consider the need for additional information:

- a. Revise, add, or delete questions as the need for information changes.
 - b. Modify the research plan as needed.
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Students use information.

3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:

- a. Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).
 - b. Recognize the consequences of inappropriate and illegal use of information.
 - c. Participate in online classroom and/or library discussion groups.
 - d. Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content.
 - e. Understand ethical issues in audio and visual media relating to ownership of content.
 - f. Understand how to secure wireless devices.
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3.2 Draw conclusions and make informed decisions:

- a. Evaluate evidence to support a proposition or proposal.
- b. Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective.

3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:

- a. Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes.
 - b. Create presentations using presentation software or multimedia online applications.
 - c. Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.
 - d. Utilize online bibliography generation and tracking tools for research projects.
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Students integrate information literacy skills into all areas of learning.

4.1 Read widely and use various media for information, personal interest, and lifelong learning:

- a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
 - b. Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).
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4.2 Seek, produce, and share information:

- a. Present information collaboratively through a written, audio, or visual format.
 - b. Explain how social networks operate and identify issues related to participation and sharing of information.
 - c. Publish online content that is appropriate to the curriculum and personal interests.
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4.3 Appreciate and respond to creative expressions of information:

- a. Compare and contrast how literature, theatre, and visual arts from different cultures or time periods convey the same or similar content or plot.
- b. Assess the process and the product created (e.g., audio, visual, or written piece of work).
- c. Assess improvement through personal reflection and by reviewing samples of previous work (e.g., portfolio).