

Grades 9-12

Focus on the information need 9-12.1

1 Identify area of inquiry, decide how much information is needed and develop a search plan. 9-12.1.1

- 1 Work to develop a research action plan with timeline which lists: 9-12.1.1.1
 - a Topic and subtopics; 9-12.1.1.1.A
 - b Background reading to extract key ideas and details; 9-12.1.1.1.B
 - c Keywords and alternate terms; 9-12.1.1.1.C
 - d Research questions; 9-12.1.1.1.D
 - e Thesis or statement of purpose; 9-12.1.1.1.E
 - f Possible information sources; 9-12.1.1.1.F
 - g People to provide assistance with research (e.g., teacher, subject specialists, media specialist and/or public librarian); 9-12.1.1.1.G
 - h Due dates for project; and 9-12.1.1.1.H
 - i The formatting method that will be used (MLA, APA, etc.). 9-12.1.1.1.I

Investigate resources to search for answers 9-12.2

1 Locate and evaluate relevant and reliable print and digital resources 9-12.2.1

- 1 Use advanced search strategies to locate a variety of resources that represent a range of viewpoints and formats. 9-12.2.1.1
 - a Information need determines resources selected (eg., encyclopedia, almanac, nonfiction, newspaper, magazine, internet resource). 9-12.2.1.1.A
 - b Apply predetermined evaluative criteria for selection (eg. relevancy, currency, authority, readability, primary vs secondary sources). 9-12.2.1.1.B

2 Demonstrate an understanding of how information is organized and located. 9-12.2.2

- 1 Understand organization of resources: 9-12.2.2.1
 - a Headings, captions, keywords, glossaries, tables of contents and indexes; 9-12.2.2.1.A
 - b Alphabetical, numerical, topical, chronological or graphical; and 9-12.2.2.1.B
 - c Structure of the library (e.g., Dewey Decimal System). 9-12.2.2.1.C

Note and evaluate facts 9-12.3

1 Read, evaluate and select information to answer search need; take notes and record data for citations. 9-12.3.1

- 1 Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation 9-12.3.1.1
 - a Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals to answer a research question; 9-12.3.1.1.A
 - b Compare topic coverage in multiple sources, noting point of view (e.g., bias, propaganda). 9-12.3.1.1.B
- 2 Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism) and recognize intellectual property rights, which includes the responsible use of online resources. 9-12.3.1.2

2 Analyze information gathered and compare with research need. 9-12.3.2

- 1 Review notes and/or information for clarity, coherence and completeness. 9-12.3.2.1
- 2 Revise and/or add new research questions based on information gathered and search for additional information as needed. 9-12.3.2.2

Develop information into knowledge for presentation 9-12.4

1 Select a presentation format appropriate for the topic, audience and purpose. Communicate information and ideas using a variety of formats and media. 9-12.4.1

- 1 Choose a presentation method based on appropriateness and personal preference. Identify the strengths and weaknesses of presentation methods 9-12.4.1.1
- 2 Plan product by integrating facts and exploring original ideas based on notes using an appropriate organizer (e.g., outlining, storyboarding, webbing). 9-12.4.1.2
- 3 Use the writing process; media, oral and visual techniques; and technology skills to create products that express new understandings about a topic 9-12.4.1.3
- 4 Show respect for intellectual property rights of creators by creating bibliographies of sources used, including in-text citations following a consistent formatting style (e.g., MLA, APA, etc.). 9-12.4.1.4

Self-Evaluate presentation and search 9-12.5

1 Reflect on the FINDS process applying evaluative criteria (e.g., rubric, objectives) noting strengths, weaknesses and areas for improvement. 9-12.5.1

- 1 Revise and edit the information product as needed. Evaluate the search process through oral discussion or writing exercises, identifying strengths and weaknesses with a peer, teacher or media specialist. 9-12.5.1.1
- 2 Evaluate the search process by looking for areas that lack adequate evidence and identify areas that need additional support. 9-12.5.1.2
- 3 Reflect on personal ability to collaborate in group (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems). 9-12.5.1.3