

**RESEARCH PROCESS SCOPE AND SEQUENCE
GRADES 6-8**

1/5/07

GRADE	STRAND	STANDARD	BENCHMARKS	ISTE, AASL	MN CONTENT STANDARDS	RESOURCES
6-8	RESEARCH PROCESS	Students will follow a systematic research process that involves formulating a question, gathering, evaluating, and organizing information, drawing conclusions, presenting results to an audience, and evaluating both the product and the process	<p><i>Question:</i></p> <ol style="list-style-type: none"> 1. Students recognize that accurate and comprehensive information is the basis for informed decision making. 2. Students generate research questions based on an assigned topic and/or interests. 3. Students understand the extent of an issue by conducting preliminary research. 4. Students broaden or narrow question to meet requirements. 5. Students revise, add, or delete questions as information needs change. 	<p>ISTE Profile 6-8: 4,5,7,10</p> <p>AASL 1:1,2,3; 4: 1,2</p>	<p>LA Standards – Writing Strand – Sub Strand: Research</p>	
			<p><i>Gather</i></p> <ol style="list-style-type: none"> 1. Students identify a wide range of potential resources to answer a question. <ol style="list-style-type: none"> a. Students distinguish between primary and secondary sources. b. Students understand differences between materials selected for the library media center, information selected for a database and information available in a free Internet search. 2. Students find information in print, non-print, and digital resources. <ol style="list-style-type: none"> a. Students understand differences between how print and non-print information is stored, organized, and accessed. 	<p>ISTE Profile 6-8: 4,5,7,10</p> <p>AASL 1:4,5; 2:1,2,3; 4: 1,2</p>		

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			<ul style="list-style-type: none"> b. Students use table of contents, indexes, guide words, headings, subjects/headings, etc. c. Students use search strategies such as Boolean operations, key-word, subject, browse, and hierarchical searches in various databases and Internet search engines to find information. d. Students differentiate between search engines and directories. <p>3. Students access and retrieve resources from local, regional and state libraries.</p> <p>4. Students evaluate information considering currency, accuracy, validity, relevance, completeness, bias, intended audience, fact/opinion, and purpose.</p> <p>5. Students read, listen, and view to analyze and identify important ideas and supporting evidence in an information source, using logic and informed judgment to accept or reject information.</p> <p>6. Students summarize and record information using a variety of methods.</p> <p>7. Students note direct quotations.</p> <p>8. Students use a standard format to record bibliographic information for sources used.</p> <p>9. Students design experiments, surveys, interviews etc. as needed.</p>			
			<p>Conclude:</p> <p>1. Students analyze and interpret</p>	ISTE Profile 6-		

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			<p>experiments, surveys, interviews etc. 2. Students identify categories and patterns of information across multiple sources. a. Students connect information with prior knowledge. b. Students compare new ideas with predictions. c. Students notice differences between sources and seek additional sources to resolve questions. d. Students use mind-maps, webs, or diagrams to display relationships between ideas and supporting evidence. 3. Students draw a conclusion and use facts and details to support the conclusion. -Students determine if the evidence supports the conclusion or if more evidence is needed. 4. Students organize and outline information following a logical, consistent pattern.</p>	<p>8: 4,5,7,10 AASL 2: 4; 3:1,2,3; 4: 1,2</p>		
			<p><i>Communicate:</i> 1. Students identify and use the best medium to communicate the conclusion to an audience. 2. Students use conventions of different media to convey meaning -Word processed document</p>	<p>ISTE Profile 6-8: 4,5,7,10 AASL 3: 4</p>		

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			(effective use of font styles and integration of graphics) -Hand or computer-generated drawing or poster (effective use of design elements) -Digital presentation (effective layout, animations and transitions) -Audio recording (effective use of narration, music and sound effects) -Video (effective use of visuals, audio, and effects)			
			<i>Evaluate</i> 1. Students seek review through self-reflection, peer review, and teacher feedback. 2. Students compare individual findings with group or previous findings. 3. Students identify questions and ideas for further investigation.	AASL 6:1,2		