02-Beginning the Research Process

Content Area: **Library/Media**
Course(s):
Time Period: **Full Year**
Length: **Ongoing as needed**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students in grades 3-5 will develop information literacy skills including appreciation for diverse literature, information/nonfiction texts, and digital literacy skills. Students learn how to use the library, its resources, and to develop the aptitude necessary to conduct research. They develop and build competencies in using print and digital resources empowering them to become life-long readers, critical thinkers, and effective users of ideas and information. The Stonybrook Library Media Center provides the opportunity for students to to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Research is a inquiry based process
- There are a variety of resources for locating information.
- Use keywords to narrow down a search
- Use appropriate tools
- Take notes and compile information in an organized manner

Essential Questions:

- How do I select a topic?
- What tools are available to me?
- Which resources are reliable for valid information?
- What terms should I use?
- How do I keep all my information organized?

CONTENT AREA STANDARDS

TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
TECH.K-12.1.3.d	build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
	Different digital tools have different purposes.
	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the

original source.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- Digital Tools and media resources provide access to information
- Different digital tools have different purposes
- Intellectual property rights exist to protect the original works of the owner

Procedural Knowledge

Students will be able to:

- collect and organize data
- analyze and compare texts to determine validity/accuracy of information
- describe how digital tools and technology may be used to help solve problems
- gather relevant information from multiple print and digital resources
- conduct research projects
- draw evidence from informational texts to support analysis, reflection, and research
- explain the need for copyright
- read and comprehend informational text independently
- utilize inquiry based research process

RESOURCES (Instructional, Supplemental, Intervention Materials)

The following is a list of resources subscribed to and accessed in the Stonybrook Library.   Research, however is not limited to these sources as a complete list would be impossible to predict.

Follett Destiny Library Resource Manager- [Destiny Discover](#)

[World Book Online](#) (password required)

[World Almanac for Kids](#) (password required)

[NoodleTools](#) (password required)

[EBSCO](#) (password required)

[Scholastic Go](#) (password required)

[Enchanted Learning](#) (password required)

[Brainpop](#) (password required)

Inspiration/Kidspiration software

Merriam-Webster.com

National Geographic Kids

Infoplease

Kiddle

Ducksters

Factmonster

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Observation
- Exit tickets
- Note taking

Summative Assessments

- presentations
- posters
- videos
- peer led discussions
- pie charts, graphs

INTERDISCIPLINARY CONNECTIONS

ELA:

- When Marion Copied by Brook Berg
- I Wonder by Kari Anne Holt
- What Do You Do With an Idea? by Kobi Yamada and Mae Besom
- I am Jane Goodall by Brad Meltzer
- Shark Lady by Jess Keating
- The Sad Little Fact by Pete Oswald

Technology/Multimedia:

- Audio/Visual media analysis
- Media Literacy

- Educational tech applications

Visual Performing Arts:

- Electronic media

Career Readiness:

- Employ valid and reliable research strategies
- Use technology to enhance productivity

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Other examples include:

- written directions
- wait time
- additional time for tasks
- verbal responses
- illustrations