

Research Continuum

Grade 7-12

	Grade 7-8	Grade 9-10	Grade 11-12
Searching Techniques	Students will demonstrate that the initial results from an Internet search engine may not yield the quality of information necessary for academic research by choosing to use additional resources when completing a research project.	Students will demonstrate that the initial results from an Internet search engine may not yield the quality of information necessary for academic research by choosing to use additional resources including subscription-based online databases when completing a research project.	Students will demonstrate that initial results from an Internet search engine may not yield the quality of information necessary for academic research by choosing to use additional resources including subscription-based online databases and ILL requests, choosing to seek additional research assistance from their classroom teacher and/or the library staff, and to demonstrate proper time management when completing a research project.
Gathering Information	Student will demonstrate understanding by comparing and contrasting a primary source document and secondary source document on the same topic. Students will understand that a single source of information fails to yield a	Students will understand the difference between primary source and secondary sources . Students will create a classroom content-related secondary source (e.g. fact sheet, enhanced textbook entry, review packet, etc.) using	Students will, based on the discovery and examination of secondary sources on a given topic, further their research by locating and investigating related primary sources Students will identify an exhaustive list of all potential sources of

	comprehensive understanding of any given topic.	<p>more than one primary source on a given topic (e.g. interview, diary, photograph, articles, etc.)</p> <p>Students will understand the importance of gathering and integrating information from multiple sources to gain a comprehensive understanding of a given topic.</p>	information necessary to gain a comprehensive understanding of a given topic in the form of an annotated bibliography.
Identifying and Evaluating Relevant Information	<p>Students investigate the accuracy of a Wikipedia article by comparing it with credible information resources.</p> <p>Students observe the editability of the document by monitoring changes made to a teacher-edited Wikipedia article.</p>	<p>Students investigate the validity of an Internet source by using an evaluation instrument such as the TAPP (Time, Author, Publisher, Purpose) Test.</p> <p>Students investigate the validity of an information resource retrieved from the subscription online databases available via the library website by using an evaluation instrument such as the TAPP (Time, Author, Publisher, Purpose) Test.</p>	<p>Students will identify a seemingly credible piece of information currently being widely shared in the media and/or on social media and will use evaluative tools (e.g. Snopes.com, FactCheck.org) and to determine its authenticity.</p> <p>Students will examine recently published news articles to determine their potential biases (unchallenged assumptions, loaded language, point of view, etc.).</p>
Creating Product and Presenting Information	Given an authentic problem, students write a persuasive argument to support their proposed solution with	Given an argumentative essay, students will identify evidence used by the author to support his/her claim and refute counterclaims and, using this information, will evaluate	Given a controversial issue of their choosing, students write a persuasive argument to support their claim and refute counterclaims with clear reasoning and relevant, credible

	<p>clear reasoning and relevant, credible evidence.</p> <p>Student will be able to paraphrase an idea from a credible information resource to supports their claim.</p>	<p>the effectiveness of the author's argument.</p> <p>Student will be able to appropriately quote an idea from a credible information resource that supports their claim.</p> <p>Student will be able to appropriately quote an idea from a credible information resource that refutes counterclaims.</p>	<p>evidence, including paraphrased ideas, direct quotations, endnotes, and footnotes.</p>
<p>Citing Sources</p>	<p>Student reviews issues related to academic integrity as defined by the student-parent handbook.</p> <p>Student defines plagiarism and citation and their function in academic research.</p> <p>With guidance from the school librarian and classroom teacher, student creates Works Cited page using software (e.g., NoodleTools, Google Docs) containing at least three citations.</p> <p>Students cite different forms of media (music, video, images, etc.) utilized in digital learning products (e.g. caption</p>	<p>Student reviews issues related to academic integrity as defined by the student-parent handbook.</p> <p>Student defines bibliography and citation style and their function in academic research.</p> <p>With guidance from the school librarian and classroom teacher, student creates a bibliography in MLA format using using software (e.g., NoodleTools, Google Docs) containing at least three citations.</p> <p>Students define copyright, as it applies to a variety of forms of media (e.g. music, video, images,</p>	<p>Student reviews issues related to academic integrity as defined by the student-parent handbook.</p> <p>Student defines direct quotation, in-text citation, endnote, and footnote.</p> <p>Students create document with bibliography in MLA format that includes both direct quotations and in-text quotations by independently using citation software (e.g. NoodleTools, Google Docs).</p> <p>Students define public domain as it applies to a variety of forms of media (e.g. music, video, images, etc.)</p>

	<p><i>beneath an image</i> stating “image courtesy of...”).</p>	<p>etc.) in terms of both the <i>rights of owners</i> and the <i>rights of users</i>.</p> <p>Students <i>cite different forms of media</i> (music, video, images, etc.) utilized in digital learning products in their <i>bibliography</i>.</p>	<p>Students <i>locates, utilizes, and cites</i> different forms of media (music, video, images, etc.) available in the <i>public domain</i>.</p>
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This research continuum was written in collaboration with staff from Waterville CSD and Oneida Herkimer Madison BOCES.