

**HCPSS Library Media Essential Curriculum  
Grades 6 - 8**

**Standard 1.0 - Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21<sup>st</sup> 1)**

**Topic 1A. Follow an Inquiry Process**

Objectives: The student will be able to:

- 1. Follow an inquiry process and connect the process to real life.**
  - a. Identify the inquiry process used in the school.
  - b. Explain how the inquiry process can be used to solve a personal information need.
  - c. Follow the inquiry process used in the school for an assigned information need.

**Topic 1B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question**

Objectives: The student will be able to:

- 1. Identify an assigned or personal information need.**
  - a. Identify an assigned information need.
  - b. Identify a personal information need.
- 2. Determine the scope of the information need.**
  - a. Create, refine, and use criteria to determine the scope of an information need.
- 3. Formulate and refine questions to meet an information need.**
  - a. Use prior knowledge to formulate and refine questions to meet an information need.
  - b. Use background information to refine researchable questions.

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**Standard 2.0 - Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21<sup>st</sup> 1)**

**Topic 2A. Locate and Evaluate Resources**

Objectives: The student will be able to:

- 1. Identify resources to meet the information need.**
  - a. With guidance, explore and identify human, print, online, and multimedia resources.
  - b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.
  - c. With guidance, refine or revise researchable questions based on access to and availability of resources.
  
- 2. Use safe practices when online.**
  - a. Identify and follow the district's Acceptable Use Policy and school-based computer use rules.
  - b. Apply safe practices for both assignment-related and personal online searches.

**Topic 2B. Locate and Evaluate Sources**

Objectives: The student will be able to:

- 1. Locate and select sources to meet the information need in an ethical manner.**
  - a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources.
  - b. Choose a citation style appropriate to the subject for a preliminary source list.
  - c. Select and record potential sources of print, online and multimedia resources and their locations.
  
- 2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner.**
  - a. Evaluate sources based on currency, authority, reliability, bias, and relevance to select sources that best meet the information need.
  - b. Use text features effectively to select sources that meet the information need.
  - c. Defend selected sources.

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**Standard 3.0 - Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21<sup>st</sup> 1)**

**Topic 3A. Find Data/Information within a Variety of Sources**

Objectives: The student will be able to:

**1. Use specific sources to find information.**

- a. Use keywords and text features to find information within a specific source.
- b. Explain which strategies are used to find information within a specific source.
- c. With guidance, use technology tools to find data/information within a specific source.

**2. Evaluate the relevance of information within a specific source to meet the information need.**

- a. Differentiate between fact and opinion within a specific source.
- b. Confirm that the information found within a specific source matches the information need.

**Topic 3B. Generate New Data/Information in an Ethical Manner**

Objectives: The student will be able to:

**1. Generate new data/information from observations, interviews and/or surveys.**

- a. With guidance, generate effective criteria for observations and questions for interviews and surveys.
- b. Generate information in an appropriate format (e.g., video or audio recording, notes, table, spreadsheet, graphic organizer).
- c. Exhibit intellectual integrity and ethical behavior in generating information.

**Topic 3C. Record and Organize Data/Information**

Objectives: The student will be able to:

**1. Record data/information in a variety of appropriate formats.**

- a. Explain why a specific format is being used to record data/information to meet the information need.
- b. Select and use an appropriate format (e.g., alphabetical; chronological; part to whole; general to specific; main idea and supporting details; compare/contrast; cause and effect; categorizing; data table) to record and organize data/information.
- c. Defend a format for organizing data/information.
- d. Use keywords to identify relevant information.
- e. Avoid plagiarism by correctly recording direct quotations and keeping track of sources used.

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- f. Avoid plagiarism by correctly citing information sources using an accepted style.
  - g. Use technology to record and organize data/information.
- 2. Use an appropriate and accepted citation style to create a source list.**
- a. Explain the purpose of giving credit to sources of information.
  - b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodical).
  - c. Use the correct citation format when giving credit to sources used.
  - d. Use technology to create a source list in an accepted citation style.
- 3. Revisit the information need.**
- a. Reflect upon and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.

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**Standard 4.0 - Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21<sup>st</sup> 2)**

**Topic 4A. Interpret Recorded Data/Information**

Objectives: The student will be able to:

**1. Evaluate and analyze the quality of recorded data/information to meet the information need.**

- a. Identify the main idea of the recorded information.
- b. Compare recorded data/information to prior knowledge and make personal connections.
- c. Evaluate and analyze recorded data/information for relevance, completeness, and with guidance, accuracy, and discrepancies.
- d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.
- e. Find and record missing or additional data/information.

**2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.**

- a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.
- b. Ethically and accurately summarize and paraphrase the recorded data/information.
- c. With guidance, identify bias within the recorded data/information.
- d. Identify and analyze patterns within the recorded data/information to create categories.
- e. Make connections and inferences using prior knowledge and the recorded data/information.
- f. Use technology to support critical thinking skills and problem-solving strategies to meet the information need.

**3. Apply ethical practices to the evaluation and analysis of the recorded data/information.**

- a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.
- b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.
- c. Identify possible alternative interpretations applicable to the recorded data/information.

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**Topic 4B. Create New Understandings and Knowledge**

Objectives: The student will be able to:

**1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.**

- a. Synthesize recorded data/information from multiple sources.
- b. Draw conclusions from the recorded data/information to create and articulate new understandings.
- c. Reflect and decide on the order in which to organize or present recorded data/information.
- d. Defend conclusions drawn from the recorded data/information.

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**Standard 5.0 - Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.**

**Topic 5A. Share Findings/Conclusions**

Objectives: The student will be able to:

- 1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.**
  - a. Organize and display findings/conclusions in a variety of formats, including the use of technology.
  - b. Design layouts that communicate content effectively for intended audiences.
  - c. Apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.
  - d. Use technology to present findings/conclusions in a variety of formats.
  - e. Edit/review/revise/practice the presentation of the information product.
  - f. Apply fair use, copyright laws, and Creative Commons attributions.
- 2. Individually, collaboratively, and responsibly share findings/conclusions.**
  - a. Contribute to a learning community.
  - b. Practice digital etiquette when sharing findings and conclusions.
  - c. Credit sources using an appropriate citation format as part of the information product.

**Topic 5B. Evaluate the Product and the Process**

Objectives: The student will be able to:

- 1. Evaluate the inquiry process and the information product.**
  - a. With guidance, create and apply criteria for evaluating the information product.
  - b. Use audience feedback and/or peer review to reflect on the information product and the learning process.
  - c. Reflect on the information need, new knowledge, and the need for additional information.
  - d. Reflect on the inquiry process and how to use it more effectively and efficiently.

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**Standard 6.0 - Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21<sup>st</sup> 4)**

**Topic 6A. Appreciate Literature and Multimedia**

Objectives: The student will be able to:

**1. Identify relationships between fiction and nonfiction literature and real life.**

- a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.
- b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections.
  - i. Summarize the main idea in literature and/or multimedia.
  - ii. Identify how various literary elements influence/inform the reader's experience of literature.
- c. Read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction literature.
- d. Use literature to answer questions, make decisions, or solve problems.
- e. Use literature to evaluate historical problems, current social events, and personal decisions.

**2. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.**

- a. Follow circulation procedures and policies in the media center and other libraries.
- b. Locate and select literature and/or multimedia in a variety of genres.

**Topic 6B. Demonstrate Life-long Learning Practices**

Objectives: The student will be able to:

**1. Connect literature and multimedia to learning.**

- a. Explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
- b. Defend literature and/or multimedia choices.
- c. Explain why intellectual freedom is important and how it can be preserved.
- d. Contribute to a learning community.
- e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.