

VDOE Research Standards of Learning 6-8

6th Grade

At the sixth-grade level, students will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of texts, and will research, organize, evaluate, and communicate information. In addition, they will learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

- Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.
- Research products can vary from small, informative pieces to large, multimodal presentations.
- Teachers should use the librarian/media specialist's assistance in teaching the research process.
- Teachers should make students aware of possible consequences of plagiarism.
- Teachers should emphasize giving credit to all sources used when gathering information, including music, graphics, and another person's media.
- Teachers should demonstrate and encourage responsible use of the Internet

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

All students should:

- Understand that research questions may need to be broadened or narrowed based on available sources
- understand that a primary source is an original document or a firsthand or eyewitness account of an event
- understand that a secondary source discusses information originally presented somewhere else (i.e., secondary sources provide analysis, interpretation, or evaluation of the original information)
- understand the purposeful and responsible use of the Internet.
- understand that there are consequences of plagiarism according to the guidelines established by local school divisions.

To be successful with this standard, students are expected to:

- understand and use online, print, and media references
- evaluate the validity and credibility of texts, using questions, such as
 - Does the writer have something to gain from his opinion?
 - Does the information contain facts for support?
 - Is the same information found in more than one source?
 - Is contact information provided?
 - Is there a copyright symbol on the page?
 - What is the purpose of the page?
 - What is the date of the most recent publication?
- avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or when paraphrasing another person's words
- differentiate between a primary and secondary source
- provide a list of sources using a standard form for documenting primary and secondary sources.

7th Grade

At the seventh-grade level, students will find, evaluate, and select appropriate resources for an oral, visual, written, or multimodal research product. They will evaluate the validity and authenticity of sources, and will apply research techniques to quote, summarize, and paraphrase findings. In addition, students will learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

- Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.
- Research products can vary from small informative pieces to large multimodal presentations.
- Teachers should use the librarian/media specialist's expertise in teaching the research process.
- Teachers should make students aware of possible consequences of plagiarism.
- Teachers should emphasize giving credit to all sources used when gathering information, including music, graphics, and another person's media.
- Teachers should demonstrate and encourage responsible use of the Internet.

7.9 The student will find, evaluate, and select appropriate resources to create a research product.

- Formulate and revise questions about a research topic.
- Collect, organize, and synthesize information from multiple sources.
- Analyze and evaluate the validity and credibility of resources.
- Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS

All students should:

- understand that a primary source is an original document or a firsthand or eyewitness account of an event
- a secondary source discusses information originally presented somewhere else (i.e., secondary sources provide analysis,

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to:

- use available resource tools
- organize and synthesize information found in a variety of sources
- differentiate between a primary and a secondary source
- gather relevant information from multiple sources; assess the credibility and validity of each source

<p>interpretation, or evaluation of the original information)</p> <ul style="list-style-type: none"> • understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics • understand the purposeful and responsible use of the Internet • understand that there are consequences of plagiarism, according to the guidelines established by local school divisions • understand using multiple sources of information produces a more complete understanding of a topic. 	<ul style="list-style-type: none"> • prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases • avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words • evaluate the validity and credibility of texts using questions such as <ul style="list-style-type: none"> ○ Does the writer have something to gain from his opinion? ○ Does the information contain facts for support? ○ Is the same information found in more than one source? ○ Is contact information provided? ○ Is there a copyright symbol on the page? ○ What is the purpose of the page? ○ What is the date of the most recent publication? • summarize and cite specific evidence from texts to support conclusions.
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8th Grade

At the eighth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and credibility of sources, and will apply research techniques to quote, summarize, and paraphrase findings. In addition, students will learn to cite sources using the Modern Language Association (MLA) or American Psychological Association (APA) style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

- Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.
- Research products can vary from small informative pieces to large multimodal presentations.
- Teachers should use the librarian/media specialist's expertise in teaching the research process.
- Teachers should make students aware of possible consequences of plagiarism.

- Teachers should emphasize giving credit to all sources used when gathering information, including music, graphics, and another person's media.
- Teachers should demonstrate and encourage responsible use of the Internet.

8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.

- Formulate and revise questions about a research topic.
- Collect and synthesize information from multiple sources.
- Evaluate and analyze the validity and credibility of resources.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- Quote, summarize, and paraphrase research findings.
- Publish findings and respond to feedback.
- Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

ESSENTIAL UNDERSTANDINGS

All students should

- understand that using multiple sources of information produces a more complete understanding of a topic
- understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics
- understand the purposeful and responsible use of the Internet

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- use primary sources such as original documents or a firsthand or eyewitness accounts of an event
- use secondary sources, which provide analysis, interpretation, or evaluation of the original information
- use a variety of strategies to generate notes, determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary

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| <ul style="list-style-type: none"> ● understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions ● understand that there are consequences of plagiarism, according to the guidelines established by local school divisions. | <ul style="list-style-type: none"> ● evaluate the validity and credibility of information, using questions such as <ul style="list-style-type: none"> ○ Is the source free from bias? Does the writer have something to gain from his opinion? ○ Does the information contain facts for support? ○ Is the same information found in more than one source? ○ Is contact information provided? ○ Is there a copyright symbol on the page? ○ What is the purpose of the page? ○ What is the date of the most recent publication? ● conduct short research projects to answer questions, drawing on several sources and generating new questions ● document using a standard form such as MLA or APA ● avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words. |
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