

Research Course for Grades 9-12

Course Title:	Research Course for Grades 9-12
Course/ Unit Credit:	0.5
Course Number:	
Teacher Licensure:	Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes. (Library Media Specialist licensure codes - 286, 296, 501, 502, 503, 504, 505, 506, 507, 508, 511). Please Note: If embedded in a content course, the subject area teacher must be appropriately licensed for that content, AND co-teach with the Library Media Specialist.
Grades:	9 - 12

Introduction

The Arkansas Research Standards for Grades 9-12 are designed to provide a foundation in research skills necessary for learners to navigate in a complex information world. Through these standards, learners will examine and conduct Inquiry, Inclusions, Collaboration, Curation, Exploration, and Engagement in the research process that will lead them to evaluate community, global, and ethical issues. These standards enable learners to critically evaluate and reflect on the research skills needed to be successful in postsecondary education, workforce, and life. **Please Note: This course is designed to be taught in one semester solely by a Library Media Specialist or in collaboration with a core content teacher as an embedded course, in person or online.**

Strand	Content Standard
Inquire	1. Researchers shall be self-directed critical thinkers who plan, organize, and execute research projects which incorporate multiple perspectives efficiently and effectively.
Include	2. Researchers shall seek understanding of different viewpoints and consider how that understanding can affect their own views.
Collaborate	3. Researchers shall seek opportunities to work with others to broaden and deepen understanding, develop new understandings, and to solve problems.
Curate	4. Researchers shall be familiar with different types of information and packages to use information systems effectively to gather information for synthesis in their personal knowledge products.
Explore	5. Researchers shall be familiar with the research process, responding to challenges with innovative solutions that are both individually and collaboratively constructed.
Engage	6. Researchers shall create <i>authentic knowledge products</i> ethically and legally in multiple formats and for multiple purposes.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. All items in a bulleted list are required to be taught.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. The Research Course for Grades 9-12 presents a process and must be integrated with content in order to meet the goals stated in this document.

Strand: Inquire

Content Standard 1: Researchers shall be self-directed critical thinkers who plan, organize, and execute research projects which incorporate multiple perspectives efficiently and effectively.

I.1.R.1	Self-develop research questions, hypothesis, and thesis statements for a specific audience
I.1.R.2	Devise a plan for project management that includes the following elements: <ul style="list-style-type: none"> • Ask questions • Gather information from multiple sources • Organize information • Interpret information • Synthesize information • Create new knowledge • Revise product • Present knowledge products in a specific timeframe
I.1.R.3	Utilize a variety of formats for research as appropriate for content
I.1.R.4	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations

Strand: Include

Content Standard 2: Researchers shall seek understanding of different viewpoints and consider how that understanding can affect their own views.

IN.2.R.1	Recognize the benefits of differing points of view for expanding understanding
IN.2.R.2	Find information that credibly represents all relevant perspectives
IN.2.R.3	Analyze multiple points of view and consider diverse perspectives in drawing conclusions
IN.2.R.4	Change opinions or conclusions when evidence supports the change

Strand: Collaborate

Content Standard 3: Researchers shall seek opportunities to work with others to broaden and deepen understanding, develop new understandings, and to solve problems.

C.3.R.1	Design and implement projects as part of a team
C.3.R.2	Work with others to solve problems and make decisions on issues being investigated
C.3.R.3	Participate in the social exchange of ideas and knowledge
C.3.R.4	Apply group decision making to situations of larger democratic values (e.g., freedom, equity, civic responsibility)

Strand: Curate

Content Standard 4: Researchers shall be familiar with different types of information and packages to be able to use information systems effectively to gather information for synthesis in their personal knowledge products.

CU.4.R.1	Identify databases appropriate for an information need
CU.4.R.2	Utilize syntax in searching (e.g., Boolean operators, truncation, wildcards, grouping, exact phrasing)
CU.4.R.3	Generate keywords for locating information
CU.4.R.4	Identify information types (e.g., primary, secondary, qualitative, quantitative, current, historical, popular, scholarly)
CU.4.R.5	Identify <i>information packages</i> (e.g., books, articles, audio, paintings, patents, websites, video)
CU.4.R.6	Combine information from multiple packages for use in an <i>authentic knowledge product</i>

Strand: Explore

Content Standard 5: Researchers shall be familiar with the research process, responding to challenges with innovative solutions that are both individually and collaboratively constructed.

E.5.R.1	Independently devise, complete, and share personal learning projects
E.5.R.2	Reflect on process and outcomes throughout the development of an <i>authentic knowledge product</i>
E.5.R.3	Collaborate with a <i>learning community</i> to improve outcomes of an <i>authentic knowledge product</i>
E.5.R.4	Provide and respond to meaningful feedback during the creation of an <i>authentic knowledge product</i>

Strand: Engage

Content Standard 6: Researchers shall create authentic knowledge products ethically and legally in multiple formats and for multiple purposes.

EN.6.R.1	Evaluate resources for a set of criteria (e.g., timeliness, reliability, authority, purpose)
EN.6.R.2	Synthesize new knowledge in an <i>authentic knowledge product</i>
EN.6.R.3	Understand legal and ethical use of information (e.g., copyright, academic dishonesty)
EN.6.R.4	Apply appropriate style (e.g., APA, Chicago, MLA)
EN.6.R.5	Present in multiple formats (e.g., aural, textual, visual)
EN.6.R.6	Share research knowledge products with authentic audiences

Glossary for Arkansas Research Standards for Grades 9-12

Authentic knowledge product	An artifact of student learning demonstrating new knowledge generated by the learner individually or collaboratively. Examples of authentic knowledge products include, but are not limited to: research paper, speech, and visual presentation.
Information package	A medium a learner may use in the research process. Examples of information packages include, but are not limited to: articles, books, and multimedia.
Learning community	A group of people who communicate to inspire, motivate and support its members academically for a common goal. Examples of people in a community of learning include, but are not limited to: teachers, researchers, and peers.