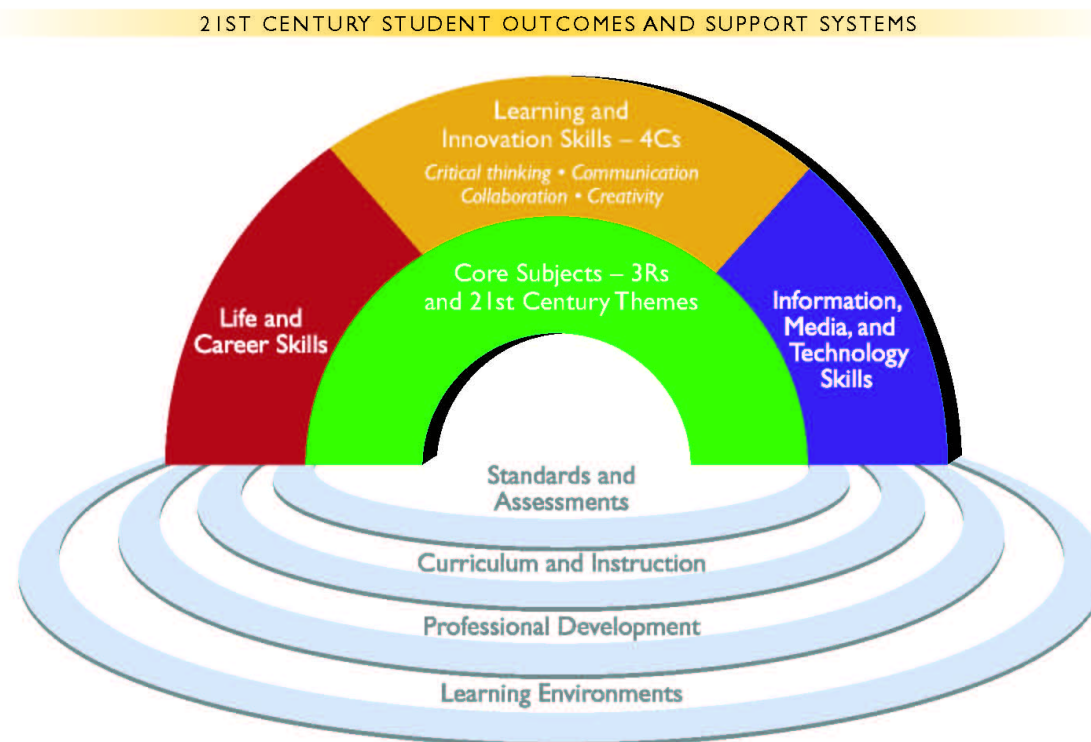


## Rationale for Research Process Skills Curriculum K-12

An explicit research process skills curriculum for students in grades K-12 is a key element in the District's effort to meet its goal to increase student achievement and prepare students to be successful in the institution of higher education of their choosing. The expectation that all students engage in inquiry based learning activities addresses both the learning objectives of the Common Core Standards, as well as the 21 century skills embedded in them. The Common Core ELA writing strand, Research to Build and Present Knowledge, supports the development of inquiry based research skills, all of which are central to critical thinking. The reading strand, Integration of Knowledge and Ideas, also demands higher level thinking activities by emphasizing "interpretive and analytical skills across a range of texts, digital information and media". (Manger, Soule & Wesolowski, 2011)

The Partnership for 21st Century Skills also provides a strong rationale for inquiry based learning in its Framework for 21st Century Learning:



(Manger, Soule & Wesolowski, 2011)

The obvious relevant student outcome illustrated above in the Partnership's logo is Information, Media and Technology skills which students require at each stage of the research process. Research activities, however, can support student outcomes in all core subject themes, and as students choose topics, organize their thoughts, select sources, take notes, and cite sources (without resorting to plagiarism) they should be expected to engage their "4Cs": critical thinking, communication, collaboration and creativity. Finally, the District will not "prepare students to be successful in the institution of higher education of their choosing" if they graduate without the career skill competency of knowing how to raise thoughtful questions and find meaningful answers.

The District has an infrastructure in place to support implementation of a research process skills curriculum. The school library professional is a leader in this endeavor and serves as instructional partner with other teachers, information specialist and program administrator. As advocated by the American Association of School Librarians,

*The school librarian leads in building 21st-century skills by collaborating with classroom teachers to design engaging learning tasks that integrate key critical thinking skills, technology and information literacy skills with subject area content. In addition, the school librarian provides a library program that contains multiple instructional avenues and resources in various formats for the authentic application of information literacy skills. (Position Statement on the Common Core College and Career-Readiness Standards, 2010)*

It is in this spirit that the school librarian collaborates with content area teachers to prepare students to the best of their ability to be savvy lifelong learners who know how to thrive in a complex, information-driven world.