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| **High School Information Literacy Plan** | | | | | | | | | | | | |
| **Unit 1** | **Unit Topic: Developing a Research Plan** | | | | | | | | | | | |
|  | **Big Idea:** Students will be able to independently use their learning to ask open-ended research questions and create a plan for answering them. | | | | | | | | | | | |
|  | **Essential Questions:**   * What makes a question researchable and essential? * How do researchers use meaningful questions to formulate their research plan? * How does a research plan frame the inquiry process? * Why do researchers revise, modify, and evaluate their research plan during the research process? | | | | | | | | | | | |
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| **What do we want students to know?** | Researchers ask authentic, open-ended questions. | | | | | | | | | | | |
| Researchers explore widely to develop meaningful research questions. | | | | | | | | | | | |
| Researchers formulate a plan focused on finding answers to research questions. | | | | | | | | | | | |
| Research is a process that changes as needs change. | | | | | | | | | | | |
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| **Formative Assessment Strategies** | Observations; conversations; performance assessment (written research plan); Inquiry Journals (reflective assessment) – examples found in the book Guided Inquiry Design – A Framework for Inquiry in Your School by Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari, pg. 69. Inquiry logs – p. 84 and Inquiry charts – p. 98; KWL Charts; Exit Tickets | | | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with instructors to develop an opening experience that introduces the theme (if there is one) for the research. Use an object, a thought-provoking message, primary sources, visual art, movie clips, etc. The opening experience can be one that exists internally or externally. Collaborate with teachers to generate new information sources in the community and beyond (people, museums, etc.) for possible field trips during the Immerse stage. | | | | | | | | | | | |
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| **Standards** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Subjects** | | | | | | | | |
| ELAR 20 (A), 22 (A)  ACRL 1.1a | 9-20 | Open State: Brainstorm and consult with others | Learner initiates conversation, ideas, questions, and problems related to the chosen theme. |  |  |  | |  | |  | |  |
| ACRL 3.3.4c | 12-20 |  | Learners brainstorm problems or questions for which there are multiple answers or no “best” answer. |  |  |  | |  | |  | |  |
| ACRL 1.1.a | 9-20 | Immerse: Connect with the content | Learners determine what they already know, what seems interesting or troubling by reading/viewing information about the topic. |  |  |  |  | |  | |  | |
| ACRL 1.1.c | 11-20 | Explore: Browse through various sources of information | Learner verifies the accuracy of what is known about the problem or question by discussing criteria for locating accurate information about a problem or question to inform the research plan. |  |  |  |  | |  | |  | |
| ACRL 3.1a | 9 |  | Learners read background information to discover the complexities of the problem and develop additional ideas for further inquiry. |  | |  | | |  | | | |
| ACRL 1.2c | 9-20 | Understands the organization of a library | Learner explores multiple Dewey areas to browse for information; transfers the understanding of the library organization to public, academic, and special libraries; becomes familiar with the Library of Congress classification system. |  | |  | | |  | | | |
| ELAR 20 (B), 22 (B)  ACRL 1.2c | 9-12 |  | Learners survey a wide range of sources in all formats and reflect on questions that begin to shape their inquiry. |  | |  | | |  | | | |
| ACRL 3.3a | 9-20 |  | Learners identify keywords, concepts, and synonyms for the topic that can be used for further research. |  | |  | | |  | | | |
| ELAR 21 (B) | 9 |  | Learners develop a concept map and express the topic/big idea and the relationships among the supporting ideas and topics of interest. |  | |  | | |  | | | |
| ELAR 20 (A)  ACRL 3.1b  AASL 1.1.3 | 10-20 |  | Learners develop and refine the topic, problem, or question independently to arrive at a worth topic for inquiry. |  | |  | | |  | | | |
| ELAR 20 (B), 22 (B)  ACRL 2.2f | 9-20 |  | Learners clearly articulate a meaningful essential question and formulate a plan for research on a complex, multi-faceted topic. |  | |  | | |  | | | |
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| **Resources** | Rubrics, participation | <http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf> | | | | | | | | | | |
|  | Inquiry Lesson – 9th, 12th | Sample inquiry lesson – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9>  Sample inquiry lesson – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_12> | | | | | | | | | | |
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| **Unit 2** | **Unit Topic: Gathering Information** | | | | | | | | | | | |
|  | **Big Idea:** Learners gather information from a wide variety of sources. | | | | | | | | | | | |
|  | **Essential Questions:**   * How do researchers use information to support their argument? * How do successful researchers evaluate the author’s credentials and background? * Why is it important to have a variety of sources? * How to researchers evaluate and select content that is appropriate for the topic? * Why is it important to cite information? | | | | | | | | | | | |
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| **What do we want students to know?** | Information is organized in different ways depending on the format. | | | | | | | | | | | |
| Information is found in a variety of formats; oral, print, electronic, and visual sources. | | | | | | | | | | | |
| The content of some sources is more appropriate than others depending on the purpose and focus of the research. | | | | | | | | | | | |
| Information must be accurately cited. | | | | | | | | | | | |
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| **Formative Assessment Strategies** | Observations; conversations; Inquiry Journals (document important information) – examples found in the book Guided Inquiry Design – A Framework for Inquiry in Your School by Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari, pg. 69. Inquiry logs – p. 84 and Inquiry charts – p. 98; Cornell Note Taking Forms; Think-Pair-Share groups. | | | | | | | | | | | |
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| **Collaboration Opportunity** | Partner with the reading teachers to co-teach and reinforce reading skills used in the Gather stage related to the research process, such as establishing a purpose for reading, asking questions of the text, reflecting on comprehension, summarizing, making complex inferences paraphrasing, making connections, and synthesizing. | | | | | | | | | | | |
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| **Standards** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Subjects** | | | | | | | | |
| ACRL 2.1.d  AASL 1.1.8 | 9 | Access to Information | Learner uses digital resources, such as the online catalog, online encyclopedias, online databases, etc. independently to locate materials and browse the shelves. The learner also notes subject terms that can lead to further research. |  |  |  | |  | |  | |  |
| ACRL 2.2.e  AASL 1.1.8 | 9 |  | Learner uses search strategies to broaden and narrow searches to locate appropriate resources. |  |  |  | |  | |  | |  |
| ACRL 2.2.e  AASL 1.1.8 | 10-20 |  | Learner conducts advanced searches in internet resources or subscription databases using advanced searching strategies and functions. |  |  |  |  | |  | |  | |
| ACRL 2.3.c | 9-12 |  | Learner recognizes the organization and use of special sections in the library (reference, reserve books, digital, etc.) and uses these sources to gather in-depth information. |  |  |  |  | |  | |  | |
| ELAR 21 (A), 23 (A)  ACRL 3.2.a  AASL 1.2.3 | 9 | Gather Stage: Follow the research plan to collect data from a range of print, electronic, and expert sources. | Learner distinguishes between reliable and unreliable sources. |  | |  | | |  | | | |
| ACRL 2.4.a | 9 |  | Learner adjusts search strategies by comparing information gathered with the research plan focus and purpose. |  | |  | | |  | | | |
| ELAR 2 (B), 4 (F), 11 (A)  ACRL 3.3.a | 11 |  | Learner uses the organizational features of print and online materials to select main ideas, specific supporting evidence, and balanced perspective based on the research focus and purpose (abstracts, tables, charts, first and last chapters). |  | |  | | |  | | | |
| ELAR 110:16 and 18: 23 (B), 24 (B)  ACRL 1.2.e | 7-20 | Seeks information from diverse genres, formats, and points of view | Learner differentiates between primary, secondary, and other sources, noting bias, cultural and social context, age, and purpose. |  | |  | | |  | | | |
| ELAR 110.10 20 (A) 31-34:6 (C) 10 (C) 11 (A) 18 (C) 24 (B)  ACRL 2.3.f | 9-10 |  | Learner seeks and uses many different sources in a variety of formats to obtain balanced perspective of fact and opinion, different points of view, and complex information according to their purpose and needs. |  | |  | | |  | | | |
| ELAR 110:31-34: 11 (B), 12 (A), 12 (B), 12 (C), 12 (D) | 9-20 |  | Learner uses visual media literacy skills to analyze maps, pictures, charts, graphs, etc. to determine main ideas and supporting details relative to the research focus and purpose. |  | |  | | |  | | | |
| ARCL 2.4.b  AASL 1.2.5, 1.1.7, 1.2.1, 1.4.4 | 12 |  | Learner independently recognizes gaps in information based on the focus of the research. |  | |  | | |  | | | |
| ELAR 110.25:8 | 12-20 |  | Learner reads critically challenging ideas in text, noting the degree of personal agreement or disagreement as well as the reasons for that view. Learner makes notes of questions to pursue in additional resources. |  | |  | | |  | | | |
| ELAR 110.33-34:21 (A)  ACRL 1.3.2.a  AASL 1.2.4 | 9-10 | Evaluates sources for usefulness, relevance, clarity of organization, currency, validity, and authority. | Learner evaluates information for bias, currency, appropriateness, validity, authority, and coverage of content as it relates to the research focus and purpose. |  | |  | | |  | | | |
| ACRL 3.2.c | 11-20 |  | Learner recognizes the degree of bias in a source, competing the interpretations of events or issues, the reasons for those differences, and that accuracy can be effected if facts are omitted or content is not provided. |  | |  | | |  | | | |
| ELAR 110:19-110.20 and 110.31-34: 20 (B), 22 (B), 21 (B), 23 (B)  ACRL 2.5.d | 7-20 | Record and organize information collected accurately | Learner accurately records information related to the research focus and purpose by paraphrasing, summarizing, and quoting information found using an appropriate tool (ex. Cornell Notes). |  | |  | | |  | | | |
| ELAR 110.14, 15, 16, 18-20: 23 (D, E); 24 (E); 26 (E);  ACRL 2.5.c | 3-20 |  | Learner understands the difference between plagiarism, citing resources, and paraphrasing within university guidelines avoiding academic dishonesty. |  | |  | | |  | | | |
| ELAR 110.16, 18, 19-20, 31-34:21 (C), 23 (C, D), 24 (D), 26 (D)  ACRL 2.5.b | 9-20 | Cite sources accurately | Learner identifies the source of notes and record bibliographic information using a software tool such standardized format such as BibMe, RefWorks, Noodletools, etc. |  | |  | | |  | | | |
| ACRL 2.5.e | 11-20 | Use citation software to organize gathered research. | Learner understands the benefits and how to use citation management software. Annotated bibliographies will indicate if the learner is ready to synthesize ideas and create the final product. |  | |  | | |  | | | |
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| **Resources** |  |  | | | | | | | | | | |
|  | TWU Plagiarism Tutorial | <http://www.twu.edu/library/tutorial/plagiarism/player.html> | | | | | | | | | | |
|  | DI4LL |  | | | | | | | | | | |
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| **Unit 3** | **Unit Topic: Synthesize, Create and Share** | | | | | |
|  | **Big Idea:** Students construct new understandings from information gathered and share their learning with the learning community. | | | | | |
|  | **Essential Questions:**   * How does a researcher construct understanding from a large amount of information? * How do we determine if information is acceptable in a research project? * How does a researcher analyze the information to determine meaning? * How does a researcher synthesize multiple points of view into one coherent product? * How does a researcher decide what type of presentation will best communicate their ideas and learning for a particular audience? | | | | | |
| **What we want students to know:** | The research focus may change as a result of initial research. | | | | | |
| Information must be organized to find trends, patterns, themes, and concepts in order to construct new meaning. | | | | | |
| Researchers return to the “Gather” stage as necessary to support the trends, patterns, and themes that emerge when information is organized and analyzed. | | | | | |
| Learners create and share an appropriate, creative product that will communicate the knowledge gained with the learning community. | | | | | |
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| **Formative Assessment Strategies** | Inquiry charts, “So what” tools; Mind maps to connect the information; Inquiry logs to track the learner’s path; Observations; Discussions with individuals and inquiry circles, Use of “makerspaces” in the library – explore the many varied tools, and ideas for creating products; Graphic Organizers for synthesizing; Surveys for reflection; 1-2-3 cards – self-assessment of the presenter (1 questions you have, 2 things the presenter did well, and 3 things you learned) | | | | | |
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| **Collaboration Opportunity** | The Reading TEKS include analyze, evaluate, and synthesis skill standards. Partner with a reading teacher and work together to build these skills in multiple areas so students will understand the transferability of skills across disciplines. | | | | | |
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| **TEKS** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teachers** | | |
| **ELAR 22 (B)**  **ACRL 3.2.a** | 9-10 | Analyze the relevance of the information to the research focus and purpose using personal criteria or pre-determined standards. | Learners determine relevance, reliability, validity, and accuracy of sources by examining their authority and objectivity. |  |  |  |
| **ELAR 10 (A)**  **ACRL 3.2.d** | 11-12 | Analysis | Learners differentiate between theories and evidence that supports them. Determine if the evidence found is strong or weak and how that evidence helps create a cogent argument. |  |  |  |
| **ELAR 23 (B)**  **ACRL 3.5.a** | 9-10 | Analysis | Learner analyzes different points of view by sorting and shifting evidence to determine the point of view that best supports the thesis statement. |  |  |  |
| **ELAR 22 (A)**  **ACRL 2.4.b** | 9-20 | Analyze: Revise/clarify the topic and make adjustments as needed. | Learner identifies main, supporting, and conflicting information to support their interpretation or changes their focus and interpretation of their thesis. |  |  |  |
| **ELAR 11 (B)**  **ACRL 2.4.b** | 12 | Synthesis | Learner uses text structure to derive relationships among ideas and deeper or more subtle meanings, such as signal words, patterns, cause/effect, comparison, sequence, foundational vs. detailed information related to the research focus and purpose. |  |  |  |
| **ELAR 3, 4, 5, 6, 7, 8, 9 (C)**  **ACRL 3.5.b** | 9-12 | Synthesis | Learner draws inferences and conclusions about information gathered. |  |  |  |
| **ACRL 3.4.f**  **AASL 2.1.5** | 9-20 | Synthesis | Learner collaborates with others to exchange ideas, develop new understandings, and builds on the ideas of others. |  |  |  |
| **ELAR 21 (B)**  **AASL 2.1.4, 2.2.1** | 9-12 | Synthesis – organize information gathered from multiple sources that support a clear thesis statement. | Learner uses technology and other information tools to organize information from multiple sources, to discover relationships and patterns among ideas across resources, and build conceptual framework according to the research focus and purpose. |  |  |  |
| **ELAR 21 (B)**  **ACRL 4.1.a**  **AASL 2.1.4; 2.2.1** | 9-10 | Synthesis | Learner uses technology and other information tools to organizes information to create the most appropriate organizational pattern to express the connections, ideas, patterns and clearly stated point of view for the intended audience. |  |  |  |
| **ELAR 2 (C)**  **AASL 2.1.1; 2.1.3; 2.2.3** | 11-12 | Synthesis: Develop an argument | Learner uses organizational patterns to help draw conclusions and build an argument. |  |  |  |
| **ELAR 23 (C)**  **AASL 2.1.5; 3.1.2** | 11-12 | Synthesis: | Learner anticipates and refutes counter-arguments constructively through discussions with others and contributing to group consensus. |  |  |  |
| **ELAR 23 (A)**  **ACRL 3.3.a**  **AASL 2.1.3; 2.2.2; 2.2.3; 2.3.2** | 11-12 | Synthesis: Provide an analysis that supports and develops personal opinions as opposed to simply restating existing information. | Combines ideas and information to develop and demonstrate new understanding/knowledge. |  |  |  |
| **ELAR 23 (A)**  **ACRL 3.3.a** | 11-12 |  | Learner develops own point of view and supports with evidence. |  |  |  |
| **ELAR 23 (B)**  **AASL 3.3.; 3.1.5** | 11-12 | Create: Use a variety of formats, rhetorical strategies, and technologies to argue for the thesis. | Learner chooses the appropriate format, tone, and language that will allow the student to present their conclusions, communicate ideas clearly, and show evidence effectively to the intended audience. |  |  |  |
| **AASL 2.2.2; 3.1.1**  **ISTE NET-S 1a, b; 2a, b**  **ACRL 4.1.c**  **AASL 3.1.3** | 9-12 | Share: Communicate new understanding learned with the learning community. | Learner communicates new understandings through designing, inventing, composing, transplanting, and constructing. |  |  |  |
| **AASL 2.1.6; 2.2.4; 3.1.4;**  **ISTE NETS-S 1b; 6b**  **ACRL 4.3.b**  **AASL 3.1.4** | 9-12 |  | Learner identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication with a real world application. |  |  |  |
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| **Resources:** |  |  |  |  |  |  |
|  | Sample Inquiry Lesson | Sample inquiry lesson – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9>  Sample inquiry lesson – <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_12> | | | | |

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| **Unit 4** | **Unit Topic: Evaluate** | | | | | |
|  | **Big Idea:** Learners understand that evaluating their own and others learning helps them understand content more deeply and become stronger, more independent learners. | | | | | |
|  | **Essential Questions:**   * How do we develop personal strengths that help us become stronger, more independent learners? * How do cultural and social contexts influence our evaluation of our learning? * How did the process used for research lead us to new understandings and insights? * What are some criteria we can use to evaluate our work/learning? | | | | | |
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| **What we want students to know:** | Evaluating your work leads to deeper understanding and becoming a stronger learner. | | | | | |
| Reflection, self-made rubrics, peer reviews, and instructor evaluations are some of the ways we evaluate our work. | | | | | |
| Personal bias, feelings, social and cultural norms influence our judgments as well as the value given to the learning and impacts evaluation of the product for quality. | | | | | |
| A personal set of criteria along with feedback from peers and instructors helps the learner gauge their progress and measure the strengths, weaknesses, and quality of the end product. | | | | | |
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| **Formative Assessment Strategies** | Inquiry journals, Graphic organizers: 1. What I did well. 2. What needs improvement? 3. What needs to be changed? Self-made rubrics using a personal set of criteria, Instructor rubrics, Evaluation form (graphic organizer), Inquiry Circles – observations of student conversations, Instructor feedback, exit tickets, Performance tasks – finish products. | | | | | |
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| **Collaboration Opportunity** | Pair with the ELAR teacher on writing assignments where students have to evaluate their own writing and the writing of others to reinforce evaluation skills (ELAR 110.54 Practical Writing Skills). | | | | | |
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| **TEKS** | **Grade Level** | **Lesson Topics** | **Lesson Descriptions** | **Teachers** | | |
| ELAR 22 (C)  AASL 2.4.2 | 3-12 | Reflect on the inquiry process | Students use various methods and tools, such as technology-based tools, writing prompts, and graphic organizers to reflect on the inquiry process. |  |  |  |
| ELAR 110.54.b.4. (A, C)  AASL 1.4.1 | 9-12 |  | Students use tools to evaluate strengths and weaknesses of their inquiry process and determine steps for future improvement. |  |  |  |
| AASL 4.4.4 | 9-12 |  | Students learn how social, cultural, and personal bias influence the way we evaluate the inquiry process and the learning product. |  |  |  |
| AASL 2.4.3 | 9-12 | Reflect on the content. | Students reflect on the content to demonstrate deep understanding of the essential question(s) and a meaningful conclusion that goes beyond a disconnected list of facts. |  |  |  |
| ELAR 110.60.b.10.c  ELAR 110.58.b.4.N  AASL 3.4.2 | 9-12 |  | Students use technology and other information tools to assess their learning. |  |  |  |
| ELAR 110.31-32.23 (D) | 9-12 |  | Students use instructor-created evaluation tools to provide appropriate peer review of others’ learning products. |  |  |  |
| AASL 2.4.4 | 9-12 |  | Students use evaluation feedback to set goals for future learning and ways to improve as an independent learner. |  |  |  |
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| **Resources** |  |  |  |  |  |  |
|  | Sample Inquiry Lessons | Sample Inquiry lesson plans - <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9>  Sample Inquiry lesson plans - <https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_12> | | | | |
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Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited, 2012. Print.