

High School Information Literacy Curriculum 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?			
What students should know at the end of this unit:	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.			
Formative Assessment Strategies	Observations; conversations; performance assessment (written research plan); Inquiry Journals (reflective assessment) - examples found in the book, <u>Guided Inquiry Design: A Framework for Inquiry in Your School</u> by Carol C.Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari pg. 69. Inquiry logs - p84 and Inquiry charts - p.98; KWL Charts; Exit Tickets			
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.			
Standards	Grade	Lesson Topics	Lesson Descriptions	Lesson Links
ELAR 110:31 - 34:20(A),22 (A) ACRL 1.1.a	9-20	Open stage: Brainstorm and consult with others	Learner initiates conversation, ideas, questions and problems related to the chosen theme.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9

ACRL 3 3.4.c	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 3.1.a	9		Learners read background information to discover the complexities of the problem and develop additional ideas for further inquiry.				
ACRL 1.2.c	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 110:31-34:20(B), 22 (B) ACRL 1.2.c	9-12		Learners survey a wide range of sources in all formats and reflect on questions that begin to shape their inquiry.				
ACRL 3.3.a	9-20		Learners identify key words, concepts, and synonyms for the topic that can be used for further research.				

ELAR 110.31-34: 21(B)	9		Learners develop a concept map to express the topic/big idea and the relationships among the supporting ideas and topics of interest.				
ELAR 110.31-34: 20 (A) ACRL 3.1.b AASL 1.1.3	10-20		Learners develop and refine the topic, problem, or question independently to arrive at a worthy topic for inquiry.				
ELAR 110:31-34:20(B), 22 (B) ACRL 2.2.f	9-20	Identify: Construct an inquiry question	Learners clearly articulate a meaningful, essential question and formulate a plan for research on a complex, multi-faceted topic.				

Unit 2	<p>Unit Topic: Gathering Information</p> <p><u>Big Idea</u>: Learners gather information from a wide variety of sources.</p> <p><u>Essential Questions</u>:</p> <ul style="list-style-type: none"> • 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 do researchers evaluate and select content that is appropriate for the topic? • Why is it important to cite information?
What students should know	Information is organized in different ways depending on the format.

at the end of this unit:	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.							
Formative Assessment Strategies	Observations; conversations; Inquiry Journals (document important information) - examples found in the book, <u>Guided Inquiry Design: A Framework for Inquiry in Your School</u> 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							
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.							
TEKS	Grade Level	Lesson Topics	Lesson Descriptions	Lesson Links				
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.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9				
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 110:31-34 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 110:31-34: 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.				

ACRL 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 AASL 1.1.7; 1.2.1	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 sources.				
ELAR 110.33-34:21(A) ACRL 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 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) and 21(B),23(B), 21(C) 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 with standardized format such as BibMe, RefWorks, Noodletools, etc.				
ACRL 2.5.e	11-20	Use citation software to organize gathered research.	Learner understand 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.				
Resources							
	TWU Plagiarism tutorial	http://www.twu.edu/library/tutorial/plagiarism/player.html					
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: <ul style="list-style-type: none"> • 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 students should know at the end of this unit:	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.			
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 question you still have, 2 things the presenter did well, and 3 things you learned)			
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			
TEKS	Grade Level	Lesson Topics	Lesson Descriptions	Lesson Links
ELAR 110.31-34:22(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.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9
ELAR 110.31-34:10A) 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 110.31-32:23(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 110.31-34:22(A) ACRL 3.5.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 110.31-34:22(A) ACRL 2.4.b	9-20	Analysis	Learner modifies the research question based on analysis of the information and evidence gathered and any gaps identified.				
ELAR 110.34:11(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 110.31-34:2, 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 110.31-34:21(B) AASL 2.1.4; 2.2.1	9-12	Synthesis - organize information gathered from multiple sources to 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 a conceptual framework according to the research focus and purpose.				

ELAR 110.31-34:21(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 110.31-34:2(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 110:33-34:23 (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 110. 33-34:23(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 110. 33-34:23(A) ACRL 3.3.a	11-12		Learner develops own point of view and supports with evidence.				
ELAR 110. 33-34:23(B) AASL 3.3.1; 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 NETS-S 1a, b; 2a, b ACRL 4.1.c AASL 3.1.3	9-12	Share: Communicate new understandings 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.				
Unit 4	Unit Topic: Evaluate						
	Big Idea: Learners understand that evaluating their own learning and others helps them understand content more deeply and become stronger, more independent learners.						
	Essential Questions: <ul style="list-style-type: none"> • 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? 						
What students should know at the end of this unit:	Evaluating your work leads to deeper understanding and becoming a strong 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.						

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 - finished product.						
Collaboration Opportunity	Partner 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).						
TEKS	Grade Level	Lesson Topics	Lesson Descriptions	Lesson Plan Links			
ELAR 110.31-34:22(C) AASL 2.4.2	3-12	Reflect on the inquiry process.	Students use various methods and tools, such as such technology-based tools, writing prompts, and graphic organizers to reflect on the inquiry process.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_9			
ELAR TEKS 110.54.b.4.A,C AASL 1.4.1	9-12		Students use tools to evaluate the 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 TEKS 110.60.b.10.C. ELAR TEKS 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)	9-10		Students create self-made rubrics to evaluate the quality of their learning product.				
ELAR TEKS 110.60.b.10.C. ELAR TEKS 110.58.b.4 N. AASL 3.4.2-3.2.2	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.				
Resources							