

Stage 1 Desired Results

<p>ESTABLISHED GOALS ⓐ</p> <p>This box should include all the TEKS that are included in this unit. Remember to always include both the knowledge and skill portions of the standards in this section!</p>	Transfer	
	<p>This box should include a sentence that completes the phrase, <i>Students will be able to independently use their learning to understand that learners gather information from a variety of sources.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Learners evaluate content based on credibility, relevance, and currency. • Learners evaluate the author's credentials and background to determine point of view, authority, and bias. • Learners select information that supports their research plan. • As they gather information they must accurately cite all information according to a standard format. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How is researcher use information to support their argument? • How do successful researchers evaluate the author's credentials and background? • How do researchers evaluate and select the content that is useful and appropriate for their task? • Why is it important to have a variety of sources? • Why is it important to cite information?
	Acquisition <i>This goal seeks to help learners acquire factual information and basic skills.</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to evaluate the author and the content for usefulness. • How to select useful and appropriate information within a variety of sources • The importance of citing information 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating content author's credentials • Evaluating information for a purpose. • Selecting and recording information in a standard format. • Citing Sources

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none">• Think, Pair, Share• Exit Ticket• Mind Map (Concept Map)• Inquiry Log of gathering process• Inquiry Circles (observe students conversation on how they located the information within the source)• Evaluation Form (graphic organizer)• Performance Task: Works Cited Page	<ul style="list-style-type: none">Inquiry logsMind MapsWorks Cited PageGraphic OrganizerConversations students haveUnderstanding vocabularyOral answers to Essential QuestionsDemonstrate understanding of elements of a lesson plan

Stage 3 – Learning Plan

Code		Key Learning Events and Instruction			
Library Information Concept	Grade Level	Competencies What students should be able to do; key skills			
Locating a source of information	9-10	Locating information from a range of print and electronic resources that identify the major issues and debates within the field. (Pro/Con)			
Locating information within a source	9-10	Select information within a source that will support one's own position.			
Note Taking	9-10	Accurately record information by paraphrase, summarize, and quote information found using an appropriate tool. (Cornell Notes).			
Select appropriate sources	9-10	Differentiate between primary, secondary, and other sources.			
Select appropriate sources	9-10	Determine appropriateness for needs including bias, currency, appropriateness, validity, authority , and coverage of content.			
Cite Sources	9-10	Identify the source of notes and record bibliographic information according to a standardized format such as BibMe.			
Locating a source of information	11-12	Locating information from experts on the topic and texts written for informed audiences (scholarly, peer-reviewed)			
Note Taking	11-12	Accurately record information by paraphrasing, summarizing, and quoting information found using an appropriate tool. (Cornell Notes).			
Select appropriate sources	11-12	Distinguish between reliable and unreliable sources			
Select appropriate sources	11-12	Avoiding over-reliance on one source (multiple sources)			
Cite Sources	11-12	Identify the source of notes and record bibliographic information according to a standardized format such as BibMe.			