

Stage 1 Desired Results

ESTABLISHED GOALS ELAR 110: 31-34. 21 (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; 9-10 21 (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over reliance on one source; 11-12 21 (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g. notes, learning logs); 9-10 21 (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; 11-12 21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format; (e.g. author, title, page number) 9-10 21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format; (e.g. author, title, page number), differentiating between primary, secondary, and other sources. 11-12	Big Idea	
	<i>Learners gather information from a variety of sources.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <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. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How does a 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>	
	<i>Students will know...</i> <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 	<i>Students will be skilled at...</i> <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					
Library Information Concept	Grade Level	Competencies What students should be able to do; key skills	TEKS	Sample Lessons	Resources/Tools
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)	ELAR 110:32.21 (A)	Grade 9: https://dentoniquiry4lifelonglearning.wikispaces.com/file/detail/9th Grade Gather Lesson Plan Full.pdf	
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.	22 (B)		
Cite Sources	9-10	Identify the source of notes and record bibliographic information according to a standardized format such as BibMe.	21 (C)		
Locating a source of information	11-12	Locating information from experts on the topic and texts written for informed audiences (scholarly, peer-reviewed)	21(A)		
Note Taking	11-12	Accurately record information by paraphrasing, summarizing, and quoting information found using an appropriate tool. (Cornell Notes).			
Select	11-12	Distinguish between reliable and unreliable sources	22(B)		



appropriate sources					
Select appropriate sources	11-12	Avoiding over-reliance on one source (multiple sources)	21(A)		
Cite Sources	11-12	Identify the source of notes and record bibliographic information according to a standardized format such as BibMe.	21(C)		