

Stage 1 Desired Results

ESTABLISHED GOALS

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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!

Transfer

This box should include a sentence that completes the phrase,
Students will be able to independently use their learning to understand that learners gather information from a variety of sources.

Meaning

UNDERSTANDINGS

Students will understand that...

- Information is Organized in various ways depending upon the format
- Information comes from a variety of sources such as oral, print, electronic, and visual sources
- To find information in a variety of sources
- To select appropriate sources for your purpose.
- As they gather information they must accurately cite all information according to a standard format.

ESSENTIAL QUESTIONS

Essential questions

- How is Information Organized in ____?
- How do successful learners gather information?
- Why is it important to have a variety of sources?
- How do you determine which sources are appropriate for your topic?
- Why is it important to cite information?

Acquisition

This goal seeks to help learners acquire factual information and basic skills.

Students will know...

- Information is organized.
- That the organization changes depending on the format.
 - Dewey Decimal System
 - Fiction/Nonfiction
- How to find information within a variety of sources such as
 - Print
 - Databases
 - Internet
 - OPAC

Students will be skilled at...

- Locating information using a variety of sources. using searching skills, Dewey Decimal System, text features
- Evaluating information for a purpose.
- Recording Data using graphic organizers and available technology.
- Citing Sources

	<ul style="list-style-type: none"> ○ Visuals (Maps, Charts, Diagrams) ○ Oral (interviews) ○ Student created (surveys) ● How to evaluate a source to see if it fits my needs. <ul style="list-style-type: none"> ○ Bias ○ Currency ○ Appropriateness ○ Validity ○ Authority ○ Coverage of Content 	
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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 logs Mind Maps Works Cited Page Graphic Organizer Conversations students have Understanding vocabulary Oral answers to Essential Questions Demonstrate 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	6-8	Locating information from a range of print and electronic resources including reference texts, periodicals, web pages, online sources and data from experts.			
Locating Information within a Source	6-8	Locating information within online resources including databases such as Ebsco, Gale, Culturgrams, and online encyclopedias.			
Note Taking	6-8	Record data using Cornell Note Taking form using available technology such as word processors.			
Select appropriate sources	6	Differentiate between primary and secondary sources.			
Select appropriate sources	6-8	Determine appropriateness for needs including bias, currency, appropriateness, validity, authority, and coverage of content.			
Cite Sources	6-8	Identify the source of notes and record bibliographic information according to a standardized format. Introduce online note cards and BibMe.			