

Middle 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 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.	
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 teachers 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. 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 Level	Lesson Topics	Lesson Descriptions	Lesson Links		
ELAR 110:18,19,20 22 (A) AASL 1.1.1; 1.1.3	7-8	Open stage: Brainstorm and consult with others	Learners actively participate in an experience that introduces a topic or problem by discussing ideas, asking questions and identifying problems related to the chosen theme.	Sample inquiry lessons - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8		
ELAR 110.16,18, 19, 20:22(A), 23(A) AASL 1.1.3	5-8	Open stage: Formulate open-ended questions	Uses key words, observations, ideas, and reflections to generate a range of questions about the topic.			
AASL 1.1.2	6-8	Immerse: Connect with the content	Learners connect ideas to their own interests and determine what they already know about the topic and what seems interesting by reading/viewing information about the topic, participating in inquiry circles, field trips, and group discussions			
AASL 1.1.2			Learner uses prior knowledge, understanding of the topic, and background information to predict the types of information needed and what sources will most likely offer quality information.			
ELAR 110.19 - 110.20: 22 (B)	6-8	Explore: conduct a preliminary research through reference works and additional text searches.	Learners survey a wide range of sources in all formats and begin to recognize the characteristics of researchable questions.			
AASL 1.1.2	6-8		Learners use multiple sources to acquire background information and brainstorm ideas for further inquiry.			

	6-8		Learner identifies keywords, subjects, and ideas that appear in background information to develop additional ideas for further inquiry.			
ELAR 110.16,18,19,20 22 (B); 23(B)	6-8	Identify: generate a research plan for gathering relevant information about a research topic.	Analyzes and evaluates what is known, observed, and/or experienced to formulate a researchable question for inquiry and creates a research plan.			
Resources	Rubrics, participation	http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf				

Unit 2	Unit Topic: Gathering Information
	Big Idea: Learners gather information from a wide variety of sources.
	Essential Questions: <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 we want students to	Information is organized in different ways depending on the format.

know:	Information is found in a variety of formats: oral, print, electronic, and visual sources.					
	The content of some sources are more appropriate than others depending on their purpose and research focus.					
	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.					

Standards	Grade Level	Lesson Topics	Lesson Descriptions	Lesson Links		
AASL 1.1.4	6-8	Access to information: Understand the organization of the library	Learner recognizes the organization and use of specialized sections in the library to find specific and in-depth information.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8		
ELAR 110.16, 18-20:23(A),24(A) AASL 1.1.4; AASL 1.1.8	6-8	Gather stage: Follow the research plan to collect data from a range of print, electronic and expert sources	Learner uses search strategies to collect data from a range pf print and electronic resources such as reference texts, periodicals, online databases, Web pages, experts, etc. to locate information related to the research focus and purpose.			
ELAR 110:18,19,20: 23 (A); 24(A) AASL 1.1.6; 1.2.3	6-8	Gather stage: Follow the research plan to collect data from a range of print, electronic and expert sources	Learner uses many different formats as sources of information such as Websites, subscription databases, multimedia, graphs, charts, maps, and diagrams.			

AASL 1.1.4;1.1.8; 1.2.2	6-8		Learner uses the online library catalog independently to locate specific materials, classification numbers, and browse the shelves.			
ELAR 110:18,19,20: 23 (A); 24(A) AASL 1.1.4;1.1.8; 1.2.2	7-8		Learner uses advanced searches to locate and gather information from a range of relevant print and electronic sources.			
AASL 1.2.5	6-8		Learners adjust search strategies as needed by comparing information gathered with the research plan focus and purpose.			
AASL 1.2.2; 1.2.3	6-8		Learner understands the concept of a balanced point of view and seeks a balanced view by using diverse sources.			
ELAR 110.18,19,20:12(B), 13(A), 13(B), 13 (C)	6-8		Learner uses visual media literacy skills to analyze maps, pictures, charts, graphs, and other visuals to determine main ideas and gather information.			
ELAR 110.16,18:23(B), 24(B)	6	Differentiate between primary and secondary resources.	Learner uses both primary and secondary sources.			
ELAR 110.18- 20:10(A), 10(B), 10(C) AASL 1.1.6;1.4.1; 2.1.1	6-8		Learners uses reading strategies to locate information within a resources, such as text structure (index, chapter and section headings, topic sentences, and summary sentences) and skimming and scanning to derive meaning from the information.			

ELAR 110.18-20:23(C), 23(D),24(D)	6-8	Cite sources accurately	Identify the source of notes and record bibliographic information according to a standardized format such as BibMe.			
Resources						
	AASL 21st Century Learner Standards	http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf				

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 we want students to know:	<p>The research focus may change as a result of initial research.</p> <p>Information must be organized to find trends, patterns, themes, and concepts in order to construct new meaning.</p> <p>Researchers return to the "Gather" stage as necessary to support the trends, patterns, and themes that emerge when information is organized and analyzed.</p>

	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; Bubble maps to connect the information; Inquiry logs; 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 110.18-20:24(A),25(A)	6-8	Revise the topic	Learners modify the major research question as necessary after careful analysis of the information gathered to refocus the research plan.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8		
AASL 1.1.7, 2.1.1	6-8	Synthesis	Learner evaluates, paraphrases, summarizes information that answers research questions.			
ELAR 110.18-20: 10(D) AASL 2.1.2, 2.1.4	6-8	Synthesis	Learners analyze, categorize, and organize information from a variety of sources to discover relationships and patterns among ideas using technology and other information tools.			
ELAR 110.18-20: 3, 4, 5, 6, 7, 8, 9,10(C), 25(A), 25(B), 26(B) AASL 2.1.3; 2.2.2	9-10	Synthesis	Learner uses various tools to organize notes and ideas in order to draw conclusions.			

ELAR 110.18-20:25(D), 26(D)	6-8	Create: Integrates quotations and citations into the finished product appropriately to support ideas	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 2.1.6; 2.2.4; 3.1.4; ISTE NETS-S 1b; 6b	6-8		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.			
ELAR 110.18-20:25(C), 26(C) AASL 2.2.2; 3.1.1 ISTE NETS-S 1a, b; 2a, b	6-8	Share: Communicate new understandings learned with the learning community	Learner presents findings in a meaningful, consistent format to an authentic learning community.			

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 110.20:16 AASL 2.4.2	8	Reflect on the inquiry process.	Students use various methods and tools, such as such technology-based tools, writing prompts, inquiry journals, and graphic organizers to reflect on their inquiry process.	Sample Inquiry lesson plans - https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_8		
AASL 1.4.1	6-8		Students use tools to evaluate the strengths and weaknesses of their inquiry process and determine steps for future improvement.			
AASL 4.4.4	6-8		Students learn how social, cultural, and personal bias influence the way we evaluate the inquiry process and the learning product.			
AASL 2.4.3	6-8	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.			

AASL 3.4.2	6-8		Students use tools to assess their own understanding of the content, such as rubrics, graphic organizers, inquiry circles, etc.			
AASL 3.4.2	6-8		Students use instructor-created evaluation tools to provide appropriate peer review of others' learning products.			
AASL 2.4.4	6-8		Students use evaluation feedback to set goals for future learning and ways to improve as an independent learner.			
Resources						