

Information Literacy

Content Area: **ELA**
Course(s): **CP English 9, Accelerated English 9**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Days
Topic Selection: Listening Outside My Echo Chamber	1	2
Inquiry Process	1	2
Information Searching and Source Evaluation	1	5-6
Documenting Sources	1	2
Navigating the Digital Media Landscape	1	3-4
Ethical Use of Information and Information Technology	2	2
Protecting Personal Information	2	2
Safe Use of Social Media and Email	2	2
Examining and Self-assessing Learning Qualities	2	2

Information Searching and Evaluation Skills

Enduring Understanding:

Researchers are familiar with a wide range of information sources, are skilled at using searching tools to access them, and are equipped with the skills and knowledge needed to evaluate them.

Essential Question:

What types of information resources are available? What searching tools are available for accessing these resources? What skills are needed to use these searching tools? What are the quality standards that should be used to evaluate information sources?

Concepts (What students will know?) :

Information can be derived from a variety of sources and in several formats.

Researchers and learners are discerning users of information and are skilled at applying quality standards when determining the usefulness of information.

Skills (What will students be able to do?):

Select from a wide range of information resources and use search tools to access them.

Use evaluative techniques as they search and sift through a variety of information sources across several media and apply these standards more precisely as they select specific sources.

Activities/Strategies:

As part of the investigation stage of the inquiry process, students will learn about and consider a wide variety of potential sources to support their investigation. The instruction will consist of both outside reading and in-class instruction.

Students will:

- consider the value of both primary and secondary sources;
- the types of documents that tend to be useful as primary sources and those that are intended to be secondary sources;
- and become familiar with multiple search tools:
 - web search engines,
 - blog search engines,
 - library catalogs,
 - ebook collections,
 - periodical databases,
 - digital reference collections, and
 - digitized large library/museum collections.

Instruction will also include searching concepts that are universal across search tools.

Students will use these tools when they investigate the thesis they wrote for their research project. The students will submit (Canvas or G-Suite) a working bibliography for teacher examination. The bibliography will require that a variety of source types are selected (eg. book, periodical, website, audiovisual, primary source) as determined by the teacher.

It is not expected that students use every search tool for a single research project. The intention is that students have opportunities in different disciplines and at different grade levels to use them. As they progress through the grade levels, the requirements should be more rigorous and the difficulty should increase so that they need to search deeper and use more sophisticated skills. In short, in 9th grade they need to be introduced to the tools and searching concepts, but they should have the opportunity to reinforce their skills and understandings in subsequent years, and with further opportunities that are across disciplines they can move towards mastery.

Also, after reading informative handouts and participating in in-class handouts, students will assess the sources they select against widely recognized quality standards made available to them by the teacher. According to teacher preference, the evaluative activity could include completing questionnaires and checklists or a narrative about the quality of their selected sources. The teacher can require that students include in their source annotations a brief statement about the trustworthiness, authority, currency and overall quality of the sources selected.

Assessment:

Formative assessment will happen in multiple ways:

- during in-class research time, teachers will "check in" on student progress;
- a working bibliography will be submitted for teacher consideration;
- conference times can be scheduled;
- annotations of all or selected sources can be collected and examined; and
- rough drafts can be submitted.

Summative assessment will consist of:

- teacher consideration of the value and quality of the sources cited in the paper: and
- a metacognitive piece can be required that can include a response to a prompt about how prepared they were to research their topic and how successful they were at finding supportive sources.

I.D.1	Continually seeking knowledge.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.

IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
TECH.K-12.1.3.d	build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Resources and Technology Used

- periodical and reference databases
- online library catalogs, ebook collections
- freely available and librarian selected websites
- documents shared with G Suite apps
- formative assessment with Google forms
- Noodletools Citation Management Software
- Canvas class management software and cloud storage/sharing
- personal cell phones as directed
- classroom projectors and Promethean Boards

Differentiated Instruction

Examples may include:

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- LMS use
- Mock Trial
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).

- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., **the library**).
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

Examples may include:

- Use of mnemonics and "cue" words
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

