Information Literacy Lesson Plan

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| Course | Instructor | Librarian | Date |
| [Course Subject] | [Teacher Name] | [Librarian Name] | [Select Date] |
| # of students |  |  |  |
| [Number] |  |  |  |

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| acrl framework  [[About the Framework]](http://www.ala.org/acrl/standards/ilframework)  Authority is Constructed & Contextual  Information Creation as a Process  Information Has Value  Research as Inquiry  Scholarship as Conversation  Searching as Strategic Exploration | il rubric criteria  [[Highline’s full IL Rubric](https://drive.google.com/file/d/0B2nDbtK5Slz6UzdKNTA4ZGtVSkk/view?usp=sharing)]  Obtain background information on a topic in order to provide depth, specificity, and indicators of next steps  Determine what information s/he needs in order to complete the assignment/answer the question  Select appropriate keywords for a topic in order to find relevant books/articles/films/web sites, etc.  Identify appropriate search tools in order to find the best sources for the topic  Choose appropriate sources for the topic or purpose in order to find the needed information  Search appropriate search tools in order to locate relevant information on the topic  Obtain materials  Identify the characteristics of scholarly and non-scholarly sources in order to determine the most appropriate sources for their needs  Apply standard evaluation criteria in order to identify the most appropriate sources for the topic  Extract textual and/or visual information in order to incorporate it in the research project  Cite sources using a standard citation style in order to use information legally and ethically  Other: [write criterion in] |

|  | Teacher Guide | Notes |
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| Learning outcomes |  | Conceptual Instruction: What do the students need to know to do it well? |
| Resources |  | What resources will the students need to use? |
| Activities |  | Demonstration of Learning: What will the students do to show what they have learned? |
| assessment |  | Rubric/Evidence of Learning: What specific criteria did you use to assess student learning? How do you know students have done well? |
| Reflection |  | What went well? What did the assessment tell you about student learning? What adjustments will you make next time? |

[You’re encouraged to talk to or email instructors after the IL session to get feedback on how they think the session went, what they would change next time, etc.]

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| Notes |
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