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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