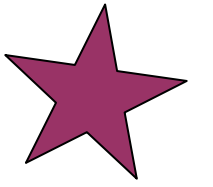
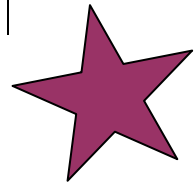


# The Points of Inquiry – Information Literacy Planning Sheet for **Secondary**



INQUIRY-BASED READING	
<b>CONNECT AND WONDER</b>	
<b>INVESTIGATE</b>  <b>8-10</b>	<ul style="list-style-type: none"> <li>understand the relationship between information and the medium in which it is presented</li> <li>recognize the differences between implicit and explicit messages</li> <li>understand the difference between fact and opinion</li> </ul>
<b>11-12</b>	<ul style="list-style-type: none"> <li>understand the difference between fact and opinion</li> <li>evaluate strengths and weaknesses of various forms of media</li> <li>understand the difference in purpose and style of a variety of newspapers, journals and magazines</li> </ul>
<b>CONSTRUCT</b>	<ul style="list-style-type: none"> <li>identify supporting details and understand how they are used to support a point of view or thesis</li> <li>write a précis; write a clear thesis statement</li> <li>develop a working plan or outline that supports the main idea and organizes the subtopics or supporting details logically</li> </ul>
<b>EXPRESS</b>	<ul style="list-style-type: none"> <li>articulate different points of view</li> <li>use techniques of summarizing, paraphrasing, and quoting</li> <li>show evidence of original thought</li> <li>understand the difference between personal opinion and thesis statement</li> </ul>
<b>REFLECT</b>	

Grade	Grade Plan / Subject Plan / Technology Plan				
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Focus for transitioning:</b></td> <td style="width: 50%;"><b>Potential Opportunities/Challenges:</b></td> </tr> <tr> <td style="height: 50px;"></td> <td></td> </tr> </table>		<b>Focus for transitioning:</b>	<b>Potential Opportunities/Challenges:</b>		
<b>Focus for transitioning:</b>	<b>Potential Opportunities/Challenges:</b>				

INQUIRY-BASED LEARNING	
<b>CONNECT AND WONDER</b>	
<b>INVESTIGATE</b>  <b>8-10</b>	<ul style="list-style-type: none"> <li>evaluate resources and information critically for perspective, purpose, currency, authority, relevance, coverage, and quality</li> <li>check for reliability and credibility of a source</li> <li>understand the differences between various tools and resources for searching, and use each appropriately</li> <li>prioritize resources by usefulness</li> <li>use different kinds of resources to expand and verify information</li> <li>interpret information from graphic representations, statistics and media sources</li> <li>develop graphic organizers to record and organize information</li> <li>report sources in a Works Cited format</li> <li>use information responsibly</li> </ul>
<b>11-12</b>	<ul style="list-style-type: none"> <li>access government documents as sources of information</li> <li>understand the differences between search engines, search directories, and metasearch engines, and use each appropriately</li> <li>use Works Cited and bibliographies as resources to find additional information</li> </ul>
<b>CONSTRUCT</b>	<ul style="list-style-type: none"> <li>adapt an inquiry plan to own learning style</li> <li>find and use newly available online tools</li> <li>use a variety of note-taking strategies to develop paragraphs in own words</li> <li>consider and select an appropriate product for presentation</li> </ul>
<b>EXPRESS</b>	<ul style="list-style-type: none"> <li>integrate various formats of communication</li> <li>act as an expert and teacher in presenting information</li> <li>know the consequences of plagiarism</li> <li>understand the impact of design on visual presentations</li> </ul>
<b>REFLECT</b>	<ul style="list-style-type: none"> <li>reflect upon personal change of ideas and perspectives</li> <li>apply constructive criticism and comments from peers and instructors to future inquiry</li> <li>access how new skills, strategies, tools, and resources influence learning</li> </ul>