

# Curriculum Planning: Designing Research Units for Student Success

## Questions To Guide The Process of Collaboration between Classroom Teachers and Teacher-Librarians

### 1) What are the learning expectations for students?

In other words, what must students know and be able to do?

- 1.1 Select, in collaboration, those **subject expectations** that suggest researching as best practice for student learning.
- 1.2 Select, in collaboration, **Information Studies expectations** for the grade level from *Information Studies* (OLA 99).
- 1.3 **Correlate** selections with your school-wide *Research and ICT Scope and Sequence Plan*. (See *Information Studies* (OLA 99)).

### 2) What will count as evidence of that learning?

- 2.1 Establish **criteria and levels** directly **linked to the expectations**.
  - ~ Confirm that students understand these as they prepare for research.
- 2.2 Create a **variety** of assessment and evaluation strategies and tools,
  - ~ Include *Research Portfolio*, rubrics and process conferences.
  - Be certain to **measure both** the product and process of research.
- 2.3 Set **clear standards** throughout the research process in order that:
  - ~ Teachers can assess student needs and teach accordingly
  - ~ Students can self-assess and self-adjust.

For additional information about the four-stage research process see Ontario Library Association, *Information Studies*, 99.

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3) **What culminating task will students perform to transfer their research?**

3.1 Design a culminating task that clearly addresses the key expectations.

3.2 Determine the **sub-tasks** essential for completion of the culminating task.

~ **Sub-task 1: *Preparing for Research*** (Define, explore, identify, and relate)

(Include assessment of the essential prior knowledge and skills students will need to complete this research assignment. Teach and assess these accordingly.)

~ **Sub-task 3: *Accessing Resources***. (Locate, select, gather, and collaborate)

~ **Sub-task 4: *Processing Information***. (Analyze, test, sort, and synthesize)

~ **Sub-task 5: *Transferring Learning***. (Revise, present, reflect, and transfer)

4) **How will teaching/learning/grouping strategies be structured?**

4.1 Provide rich and varied experiences for students

~ in the classroom

~ in the school library.

4.2 Actively engage students in ways that clearly address the expectations.

4.3 Determine when it is best for students to work alone, in teams or as a whole class.

4.4 Consciously teach for success and transfer.

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