■ **Information Technologies:** the second overall expectation to "use information technology to identify, gather and sort information and revise product".

■ **Information and Society:** the second and third overall expectations to "demonstrate an understanding of varied ways of organizing and storing information (and) demonstrate an understanding of varied ways of creating and communicating information".

In a similar way many of the specific expectations for the four metaskills of Reasoning, Organizing, Communicating and Applying for the Grade 11 *Information Studies* curriculum are met:

■ **Inquiry and Research:** this subtask meets the the first, second, fifth, sixth, seventh and eighth specific expectation of Reasoning, the sixth specific expectation of Organizing, the second and third specific expectation of Communicating and the first, fourth, sixth and seventh specific expectation of Applying;

■ **Information Technologies:** this subtask meets the first specific expectation of Reasoning;

■ **Information and Society:** this subtask meets the third specific expectation of Communicating and the second specific expectation of Applying.

How the Coding Works

What becomes a daunting task for us as professionals is clearly documenting all this in a relatively quick and accurate manner.

The coding and lesson plans which I have developed reflect the *Information Studies* curriculum and follow the standard format for coded expectations with which teachers might already be familiar. The lesson plan opposite shows this particular lesson when it was taught to a grade 11 Religion class. The expectations being met by this particular lesson are recorded on the lesson plan simply by underlining the appropriate code.

Although at first glance it may appear somewhat complex, in essence it is a very straightforward way of recording the various skills and expectations met in the lesson.

We need to ensure that as curriculum leaders we take the initiative to marry the information literacy skills found in the *Information Studies* curriculu-

Co-operative Teaching Plan:

Teacher-Librarian:
✔ Prepare sample charts/handouts on outline format,
✔ Evaluate according to rubric

Subject Teacher:
✔ Ensure thesis has been approved, collect outline, record evaluation mark

Meeting Dates / Times:

Assessment and Evaluation
Rubric of Expectations:
4 (far exceeds) 3 (exceeds) 2 (meets) 1 (does not meet)

Culminating Task Descriptions:
Students need to develop an appreciation for the stages/steps that will ensure successful research. To this end, students will submit to the teacher for evaluation an outline, their thesis, introduction, body of evidence and conclusion which will form the organizational basis of their essay.

Teaching and Learning Strategies and Timing:
Direct teaching of the outline purpose and formats (charts and handouts)
        10 min
Demonstration of actual outline sample using student topic/volunteer
        10 min
Conferencing with students to determine which format to use and ensure student understanding.
        50 min

Continue researching and evaluating sources of information in light of the approved thesis and proposal.

Topic/Theme Resources:
Charts and handouts

Adaptations / Notes:
Fill in the Blank Outline vs Proper Academic Format

lum with classroom curricula. As founders of the collaborative culture in schools, we need to be at the forefront of this marriage and use all the skills and tools available to us to ensure that we are successful in this mandate.   ■ ■ ■

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