

Inquiry and Research Skills

Scope and Sequence

Grades K-12

Inquiry and Research Skills Scope and Sequence Kindergarten

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Brainstorms for prior knowledge and vocabulary in large group 2. Participates in shared and guided viewing experiences of non-fiction material 3. Anticipates that informational texts will have meaning 4. With teacher direction listens to the teacher/presenter to set purpose for listening such as to hear what might be said and to answer questions (<i>KWL chart</i>) (Appendix A) 5. Connects new text (print and pictures from a variety of sources and cultural perspectives) with prior knowledge and experiences 6. Uses illustrations, photos, objects and other visual and auditory cues to understand 7. Recognizes that print and pictures are related 8. Begins to predict what text is about during shared reading 9. Listens to informational books (read by other person, multimedia) and retells the most important information 10. Is able to answer who, what, when, where, why, and how questions 11. Recognizes the library has a specific physical arrangement 	<ol style="list-style-type: none"> 1. Becomes aware that pictures, photographs, graphics, and illustrations convey meaning 2. Identifies and uses front and back covers and spine label to select sources 3.. Distinguishes between fact and fiction 	<ol style="list-style-type: none"> 1. Identifies (with teacher guidance) a purpose for writing 2. Organizes print and pictures from a variety of sources and cultural perspectives to express ideas 3. Uses drawing to categorize/organize questions 	<ol style="list-style-type: none"> 1. Represents and tells key facts and ideas (e.g., drama, pictures) 2. Uses pictures and physical materials (e.g., <i>diorama</i>) to communicate information and ideas (Appendix A) 3. Responds to presentation of books and other texts through drawing 4. Pays attention when another person is speaking

Inquiry and Research Skills Scope and Sequence Grade 1

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Identifies personal knowledge related to a topic or experience 2. Brainstorms for prior knowledge and vocabulary in large group SSRCA pp.22-25 (Appendix B) 3. Participates in shared, guided, and independent viewing experiences with a variety of texts with diverse perspectives including videos, illustrated texts, television shows, adaptations of written texts, magazine photos, charts, diagrams and advertisements 4. With teacher direction listens to the teacher/presenter to set purpose for listening such as to hear what might be said and to answer questions (KWL chart) SSRCA p. 66 (Appendix B) 5. Listens to factual information and tells what has been learned by answering who, what, when, where, why, and how questions 6. Connects new text with prior knowledge and experiences SSRCA p. 64 (Appendix B) 7. Recognizes the library has a specific physical arrangement 8. Identifies the location of nonfiction resources in the library 9. Identifies the use of the student computer catalogue in library 	<ol style="list-style-type: none"> 1. Makes and checks predictions using prior knowledge and oral text features to understand information 2. Develops understanding of a title and an author and uses these to select sources SSRCA p.195 (Appendix B) 3. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books & e-books ii) magazines (print & electronic) (Appendix A) 4. With teacher direction recognizes and locates key information in illustrations, pictures, charts, graphs; diagrams and other visual forms (skims) 5. Distinguishes between fact and fiction 6. Respects Copyright: Identifies the page number or digital source where information is found (Appendix B) 	<ol style="list-style-type: none"> 1. Uses advanced organizer to record information (key words and/or pictures) SSRCA p. 134 (Appendix B) 2. Develops group/class chart categorizing information SSRCA pp. 235-236 (Appendix B) 	<ol style="list-style-type: none"> 1. Uses drama, pictures, sounds, simple charts and graphs, models, or drawings to represent understanding of gathered information 2. With teacher direction writes about key facts and information, using own words SSRCA pp. 235-236 (Appendix B) 3. With teacher direction presents information and ideas in sentences using a frame. (Writes short informational texts with pictures.) (Appendix B) 4. Explores basic computer drawing tools such as the paintbrush in Microsoft Paint or other online Programs (Appendix A) 5. Listens attentively to others and responds appropriately

Inquiry and Research Skills Scope and Sequence Grade 2

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Identifies personal knowledge related to a topic or experience SSRCA pp.22-25 (Appendix B) 2. Brainstorms for prior knowledge and vocabulary in large group and/or small group SSRCA p. 66 (Appendix B) 3. Participates in shared, guided, and independent viewing experiences with a variety of texts from multiple perspectives including videos, illustrated texts, television shows, adaptations of written texts, magazine photos, charts, diagrams and advertisements 4. With teacher direction listens to the teacher/presenter to set purpose for listening such as to hear what might be said and to answer questions (KWL chart SSRCA p. 66 (Appendix B)) 5. Listens to factual information and tells what has been learned by answering who, what, when, where, why, and how questions 6. With teacher direction identifies information related to inquiry and research needs 7. Connects new text with prior knowledge and experiences SSRCA p. 64 (Appendix B) 8. Identifies the location of nonfiction resources in the library 	<ol style="list-style-type: none"> 1. With teacher direction begins to identify the key words in a research question 2. With teacher direction skims to find words, phrases, ideas, answers to specific questions using a variety of media (e.g., books, newspapers, magazines, digital and internet resources, etc.) 3. Is introduced to the index and table of contents to locate information in a reference resource SSRCA pp. 197-198 (Appendix B) 4. Begins to interpret diagrams, maps and charts SSRCA p. 136 Strategy 14 (Appendix B) 5. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) (Appendix A) 6. Respects Copyright: Identifies the title and the page number in a print text, or website (teacher-directed) where information is found (Appendix B) 	<ol style="list-style-type: none"> 1. Uses advanced organizer at Gr. 2 level to record information (key words and/or pictures) SSRCA p. 134 (Appendix B) 2. Develops group/class chart categorizing information needs using technology and media products (posters, brochures, pamphlet, CD, videos, etc.) SSRCA pp. 235-236 (Appendix B) 	<ol style="list-style-type: none"> 1. Uses drama, pictures, sounds, simple charts and graphs, models, or drawings to represent understanding of gathered information 2. Writes short informative reports when given help with organization and/or using a frame (Appendix B examples) SSRCA pp. 235-240 (Appendix B) 3. Uses the keyboard to reproduce sentences (at the end of the year) 4. Explores basic computer drawing tools such as the paintbrush in Microsoft Paint or other online Programs (Appendix A) 5. Shares and explains information to familiar audiences, and answers questions 6. Listens attentively to others and responds appropriately. (Sample Rubric in Appendix B) 7. Speaks in a clear voice with appropriate volume and expression, and at an understandable pace

<p>9. Identifies the use of the student computer catalogue</p> <p>10. Is introduced the meaning of the <i>AUP (Acceptable Use Policy)</i> before using the Internet. (Appendix B)</p> <p>11. Is introduced to the notion of <i>fictional websites</i> (Appendix B)</p> <p>12. Is introduced to <i>online safety</i> (Appendix B)</p>			
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Inquiry and Research Skills Scope and Sequence

Grade 3

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Identifies key ideas, details, and point of view in visual texts by using prior knowledge, connections, inferences and visual cues SSRCA pp.22-25 (Appendix B) 2. Brainstorms for prior knowledge and vocabulary in small groups and/or independently SSRCA p. 66 (Appendix B) 3. With teacher direction listens to the teacher/presenter to set purpose for listening such as to hear what might be said and to answer questions (KWL chart) SSRCA p. 66 (Appendix B) 4. Generates questions to organize investigation of new information 5. Connects new ideas, information, and experiences to own and others' ideas and experiences SSRCA p. 64 (Appendix B) 6. Distinguishes between opinions and verifiable facts, and asks questions to clarify meaning 7. Begins to use online catalogues to locate materials 8. Recognizes that non-fiction books in a school library are arranged numerically according to the Dewey Decimal Classification System 9. Reviews the meaning of the AUP (Acceptable Use Policy) before using the Internet. 	<ol style="list-style-type: none"> 1. Recognizes fact and opinion, main ideas and some supporting details SSRCA p. 39 (Appendix B) 2. With teacher assistance recognizes key words in a research question 3. With teacher direction identifies synonyms of key words SSRCA p. 38 (Appendix B) 4. Uses the index and table of contents of a reference resource to locate information SSRCA p. 198 (Appendix B) 5. Skims to find words, phrases, ideas, answers to specific questions using a variety of media (i.e. books, newspapers, magazines, digital and internet resources, etc.) SSRCA pp. 68, 112 (Appendix B) 6. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) encyclopedias (print and online) (Appendix A) 7. Continues to interpret and use graphs, maps, and legends SSRCA p. 136 (Appendix B) 8. Respects Copyright: Writes the title of all sources, the page number or URL of the source and the author of the information (Appendix B) 	<ol style="list-style-type: none"> 1. Uses advanced organizer(s) at Gr. 3 level. to develop and arrange ideas (pictures and/or words (e.g., story maps, webs, charts for survey numbers) SSRCA p. 134 (Appendix B) 2. Learns how to write jot notes following the model of the teacher 3. Compares and contrasts ideas using an appropriate graphic organizer following the model of the teacher (e.g. Venn diagram) SSRCA p. 156 (Appendix B) 4. Draws and labels simple maps and diagrams 5. With teacher guidance practices self-editing and proofreading 	<ol style="list-style-type: none"> 1. Uses drama, pictures, sounds, simple charts and graphs, models, or drawings to represent understanding of gathered information 2. Writes short informative reports (paragraph with topic sentence and summary sentence) when given help with organization SSRCA pp. 235-240 (Appendix B) 3. Uses word processing programs to revise, and present 4. Develops word processor skills such as cut, copy, paste and insert graphic 5. Uses print and non-print aids to illustrate key ideas and information 6. Speaks, or presents oral findings, reports, with fluency and with appropriate volume and expression to emphasize key ideas 7. Presents information and ideas on a topic to engage a familiar audience using organizers such as key words on a card 8. Shows respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speaker's gestures, showing attentive body language)

<p>(Appendix B)</p> <p>10. Reviews what has been learned about <i>fictitious websites</i> (Appendix B)</p> <p>11. Reviews <i>online safety</i> practices (Appendix B)</p>	<p>9. Explores pre-selected Internet sites</p>		
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Inquiry and Research Skills Scope and Sequence Grade 4

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Determines main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues SSRCA pp. 83-88; p. 64 Strategy 5 (Prediction Chart) (Appendix B) 2. Brainstorms for prior knowledge and vocabulary independently 3. Sets purpose for listening such as to hear what might be said and to answer own questions SSRCA pp. 21-22 (Appendix B) 4. With teacher-guidance formulates questions to aid in finding relevant information SSRCA pp. 85-86; 108-112 (Appendix B) 5. Continues to use online catalogues to locate materials 6. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian <ol style="list-style-type: none"> i) Clarifies importance of the AUP (Acceptable Use Policy) ii) Is introduced to the meaning of copyright laws iii) Reviews what has been learned about fictitious websites (Appendix B) 	<ol style="list-style-type: none"> 1. Recognizes key words in a question and identifies synonyms of key words 2. Uses table of contents and chapter headings as a guide to interpreting contents SSRCA pp. 172-173 (Appendix B) 3. Uses components of reference materials such as glossary, index, table of contents to locate information 4. Skims to find words, phrases, ideas, answers to specific questions in any media 5. Selects relevant information SSRCA pp. 128-133 (Appendix B) 6. With teacher direction recognizes fact and opinion; distinguishes between cause and effect (obvious examples) 7. Interprets and uses graphs, tables, maps, grids, scales, legends 8. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) encyclopedias (print and online) v) dictionaries, biographies, atlases (Appendix A) 9. With teacher direction 	<ol style="list-style-type: none"> 1. Recalls, organizes and summarizes information 2. Uses organizers to develop and arrange ideas at Gr. 4 level (e.g., pictures and/or key words) SSRCA pp. 232-236 (Appendix B) 3. Continues to develop note-taking skills SSRCA pp. 232-236 (Appendix B) 4. Continues to organize information and ideas in logical sequences 5. Continues to draw and label simple maps and diagrams 6. Practises self-editing and proofreading 7. Uses peer- conferencing to revise work 	<ol style="list-style-type: none"> 1. Shares findings with others SSRCA p. 213 (Appendix B) 2. Responds to the information presented (e.g., written summary, questions, reactions) 3. Practises paragraphing; focus main ideas in topic sentence; includes facts and ideas that support main point; creates a closing paragraph that summarizes the points of previous paragraphs 4. Creates and presents a visual presentation using a form of digital media (e.g., PowerPoint, Photo Story); and develops other web-based visual communication tools (e.g., Wiki, Podcast, Blog) 5. Uses basic keyboarding skills and computer editing capabilities (e.g., cut and paste, format, font, indent) 6. With teacher direction identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations 7. Shows respect for presenters' opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speakers' gestures, showing attentive body language)

	<p>distinguishes the characteristics and uses of <i>tertiary sources</i>:</p> <p>i) fact books (Appendix A)</p> <p>10. Respects Copyright: Writes the title of the book, the page number of the source, the author of the information and the date of publication. (Appendix B)</p> <p>11. With teacher direction documents the sources of information obtained electronically (e.g., texts, graphics, sound, video) (Appendix B)</p> <p>12. Explores pre-selected websites</p> <p>13. With teacher direction begins to compare the features, relative merits, and inadequacies of 2 different sources when searching for and choosing resources</p>		
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Inquiry and Research Skills Scope and Sequence
Grade 5

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Determines main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues SSRCA pp. 83-88; p. 64 Strategy 5 (Prediction Chart) (Appendix B) 2. Brainstorms for prior knowledge and vocabulary independently 3. Sets purpose for listening such as to hear what might be said and to answer own questions SSRCA pp. 21-22 (Appendix B) 4. With teacher-guidance formulates questions to aid in finding relevant information SSRCA pp. 85-86; 108-112 (Appendix B) 5. Is guided through the research project giving consideration to: i) focus question ii) sources of information and their locations 6. Continues to use online library catalogues to locate materials 7. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian (refer to appendix) <ol style="list-style-type: none"> a) Clarifies the importance of the AUP (Acceptable Use Policy) b) Reviews the meaning of copyright laws c) Reviews what has been learned about fictitious websites (Appendix B) 	<ol style="list-style-type: none"> 1. Uses a variety of tools (e.g., table of contents, index, chapter headings, guide words) to access information and ideas SSRCA pp. 172-173 (Appendix B) 2. Skims and scans for key words and phrases 3. Selects relevant information SSRCA pp. 128-133 (Appendix B) 4. Recognizes point of view and biases in visuals (pictures, photographs, films, videos, etc.) (Appendix B) 5. Begins independently to recognize fact and opinion; is introduced to the notion of cause and effect (obvious examples) 6. Interprets and uses graphs, tables, maps, grids, scales, legends 7. Answers inquiry or research questions using a variety of oral information sources (e.g., Elders, interviews, field trips, newspapers) 8. Distinguishes the characteristics and uses of primary sources: i) surveys ii) emails iii) interviews iv) autobiographies (Appendix A) 9. Distinguishes the characteristics and uses of secondary sources: i) non-fiction books 	<ol style="list-style-type: none"> 1. Use organizers to develop and arrange ideas at Gr. 5 level (e.g., headings and key words) SSRCA pp. 232-236 (Appendix B) 2. With teacher guidance organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers, sequencing, charting) SSRCA pp. 232-236 (Appendix B) 3. With teacher guidance begins to summarizes main points and records information in own words SSRCA pp. 232-236 (Appendix B) 4. With teacher direction recognizes gaps in information gathered and locates additional information needed for a particular form, audience, or purpose 	<ol style="list-style-type: none"> 1. Conveys ideas and information using a variety of media and formats (e.g., illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Wikis, Podcasts, Blogs or other Web tools) SSRCA p. 213 (Appendix B) 2. Writes clear and focused single and multi-paragraph compositions with an introductory paragraph, supporting paragraphs for facts and explanations, and a concluding paragraph (summary) 3. Uses basic keyboarding skills and computer editing capabilities (e.g., cut and paste, format, font, indent; two spaces after each period; double line spacing) 4. Continues to develop proofreading and editing skills (ex. spell-check) 5. Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations 6. Responds to the information presented (e.g., written summary, questions, reactions). 7. Shows respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speakers')

<p>8. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>ii) magazines (print) iii) magazines (<i>online – Kidbits</i>) iv) encyclopedias (print and online) v) dictionaries, biographies, atlases (Appendix A)</p> <p>10. Distinguishes the characteristics and uses of <i>tertiary sources</i>: i) fact books (Appendix A)</p> <p>11. With teacher direction uses <u>Boolean operators</u> (and) in search engine to narrow or broaden search (Appendix A)</p> <p>12. Begins to use <i>copyright date</i> to establish currency (Appendix B)</p> <p>13. <i>Respects Copyright</i>: Writes the title of the information source, the page number the author and the date of publication (Appendix B)</p> <p>14. With teacher direction continues to document the source of the information obtained electronically (e.g., text, graphics, sound, video)</p> <p>15. Continues to compare the features, relative merits, and inadequacies of 2 or 3 sources when searching for and choosing resources</p> <p>16. With teacher guidance begins to establish reliability or authenticity by verifying authority (author) (Appendix B)</p>		<p>gestures, showing attentive body language)</p>
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Inquiry and Research Skills Scope and Sequence
Grade 6

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Determines main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues SSRCA pp. 83-88; p. 64 Strategy 5 (Prediction Chart) (Appendix B) 2. Brainstorms for prior knowledge and vocabulary independently 3. Formulates questions to aid in finding relevant information SSRCA pp. 85-86; 108-112 (Appendix B) 4. Is guided through the research project giving consideration to : <ol style="list-style-type: none"> i) focus question ii) sources of information and their locations iii) advanced organizer iv) headings and key words v) identifies end product 5. Continues to use online catalogues to locate materials 6. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian <ol style="list-style-type: none"> a) Clarifies importance of the AUP (Acceptable Use Policy) b) Reviews the meaning of copyright laws c) Reviews what has been learned about fictitious websites d) Is introduced to the proper use of social networking tools (e.g., Facebook, texting, Youtube, etc.) 	<ol style="list-style-type: none"> 1. Uses a variety of tools (e.g., table of contents, index, chapter headings, guide words) to access information and ideas SSRCA pp. 172-173 (Appendix B) 2. Skims and scans for key words and phrases 3. Selects relevant information SSRCA pp. 128-133 (Appendix B) 4. With teacher direction determines the difference between fact and underlying message portrayed in visuals and between real or imaginary images (e.g., images altered by Photoshop, Microsoft Photo Editor) 5. Continues to recognize fact and opinion; distinguishes between cause and effect 6. Interprets and uses graphs, tables, maps, grids, scales, legends 7. Answers inquiry or research questions using a variety of oral information sources (e.g., Elders, interviews, field trips, newspapers) 8. Makes jot notes to assist recall of the main idea(s) expressed by the speaker 9. Distinguishes the characteristics and uses of primary sources: <ol style="list-style-type: none"> i) surveys 	<ol style="list-style-type: none"> 1. Uses organizers to develop and arrange ideas SSRCA pp. 232-236 (Appendix B) 2. Organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers, sequencing, charting) to ensure essential ideas and information are communicated SSRCA pp. 232-236 (Appendix B) 3. Summarizes main points and records information in own words SSRCA pp. 232-236 (Appendix B) 4. With teacher direction recognizes gaps in information gathered and locates additional information needed for a particular form, audience, or purpose 	<ol style="list-style-type: none"> 1. Conveys ideas and information using a variety of media and formats (e.g., illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Wikis, Podcasts, Blogs or other Web tools) SSRCA p. 213 (Appendix B) 2. Writes clear and focused single and multi-paragraph compositions with an introductory paragraph, supporting paragraphs for facts and explanations, and a concluding paragraph (summary) 3. Uses basic keyboarding skills and computer editing capabilities (e.g., cut and paste, format, font, indent; two spaces after each period; double line spacing) 4. Continues to develop proofreading and editing skills (spell-check) 5. Begins to use thesaurus to select synonyms 6. Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations 7. Responds to the information presented (e.g., written summary, questions, reactions). 8. Shows respect for presenters'

<p>(Appendix B)</p> <p>7. Begins to understand that the accuracy and value of information will vary from site to site</p> <p>8. Begins to compare and consider information from two sites</p> <p>9. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>ii) emails iii) interviews iv) autobiographies (Appendix A)</p> <p>10. Distinguishes the characteristics and uses of secondary sources: i) non-fiction books ii) magazines (print) iii) magazines (online) iv) encyclopedias (print and online) v) dictionaries, biographies, atlases (Appendix A)</p> <p>11. Distinguishes the characteristics and uses of tertiary sources: i) fact books ii) specialized encyclopedias (Appendix A)</p> <p>12. With teacher direction uses Boolean operators (and, quotation marks) in search engine to narrow or broaden search (Appendix A)</p> <p>13. Uses copyright date to establish currency (Appendix B)</p> <p>14. Identifies resources used during the research process (APA or MLA); MLA: "Works Cited" page/slide; APA: "References Uses the proper style (MLA or APA) for the "Works Cited" page/slide (Appendix B)</p> <p>15. Documents the source of the information obtained electronically (i.e., text, graphics, sound, video)</p> <p>16. Continues to compare the features, relative merits, and inadequacies of 2 or 3 sources (identify, evaluate, choose)</p> <p>17. With teacher guidance continues</p>		<p>opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speakers' gestures, showing attentive body language)</p> <p>9. With teacher guidance uses level of language and vocabulary appropriate to audience and purpose</p>
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	to establish reliability or authenticity by verifying authority (author)		
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Inquiry and Research Skills Scope and Sequence
Grade 7

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Determines main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues 2. Brainstorms for prior knowledge and vocabulary independently 3. Formulates questions to aid in finding relevant information SSRCA pp. 85-86; 108-112 (Appendix B) 4. Is guided through the research project giving consideration to : <ol style="list-style-type: none"> i) focus question ii) sources of information and their locations iii) advanced organizer iv) headings and key words v) identifies end product 5. Continues to use online library catalogues to locate materials 6. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian <ol style="list-style-type: none"> a) Clarifies importance of the AUP (Acceptable Use Policy) b) Reviews the meaning of copyright laws. c) Identifies fictitious websites d) Reviews the proper use of social networking tools (i.e. Facebook, texting, Twitter, Youtube, etc.) (Appendix B) 8. With teacher direction engages in activities to understand that the accuracy and value of information 	<ol style="list-style-type: none"> 1. Uses a variety of tools (e.g., table of contents, index, chapter headings, guide words) to access information and ideas SSRCA pp. 172-173 (Appendix B) 2. Matches reading rate (eg. skimming, scanning, careful reading) to specific purpose and difficulty of reading material 3. Selects relevant information SSRCA pp. 128-133 (Appendix B) 4. Determines the difference between fact and underlying message portrayed in visuals and between real or imaginary images (i.e. images altered by Photoshop, Microsoft Photo Editor) 5. Listens and views for a variety of purposes including to understand and gather information 6. Recognizes the main ideas and supporting details SSRCA pp. 127-133 (Appendix B) 7. Continues to recognize fact and opinion; distinguishes between cause and effect 8. Continues to interpret and use graphs, tables, maps, grids, scales, legends 9. Answers inquiry or research questions using a variety of oral information sources (e.g. Elders, interviews, field trips, newspapers) 	<ol style="list-style-type: none"> 1. Uses organizers to develop and arrange ideas at Gr. 7 level SSRCA pp. 232-236 (Appendix B) 2. Organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers, sequencing, charting) to ensure essential ideas and information are communicated SSRCA pp. 232-236 (Appendix B) 3. Summarizes major ideas records information in own words SSRCA pp. 232-236 (Appendix B) 4. With teacher direction generates original ideas, supported by research and the ideas of credible sources, in order to arrive at solutions to problems 5. With teacher direction develops a thesis statement and supporting arguments (position on a problem taken by a writer with the purpose of proving or supporting it) 6. Recognizes gaps in information gathered and locates additional information needed for a particular form, audience, or purpose 	<ol style="list-style-type: none"> 1. Conveys ideas and information using a variety of media and formats including illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Wikis, Podcasts, Blogs or other Web tools SSRCA p. 213 (Appendix B) 2. Writes clear and focused single and multi-paragraph compositions with an introductory paragraph, supporting paragraphs for facts and explanations, and a concluding paragraph (summary) 3. Uses language free of bias 4. Revises final draft to ensure that each paragraph has a topic sentence, a body, and a concluding sentence 5. Uses basic keyboarding skills and computer editing capabilities (e.g., cut and paste, format, font, indent; two spaces after each period; double line spacing) 6. Uses proofreading and editing skills (ex. spell-check) 7. Continues to use Thesaurus to select synonyms 8. Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations

<p>will vary from site to site</p> <p>9. Compares and considers information from two to three different sites</p> <p>10. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>10. Makes jot notes to assist recall of the main idea(s) expressed by the speaker</p> <p>11. Distinguishes the characteristics and uses of primary sources:</p> <ul style="list-style-type: none"> i) newspaper articles ii) surveys iii) emails iv) interviews v) autobiographies <p>(Appendix A)</p> <p>12. Distinguishes the characteristics and uses of secondary sources:</p> <ul style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) encyclopedias (print and online) v) dictionaries, biographies, atlases <p>(Appendix A)</p> <p>13. Distinguishes the characteristics and uses of tertiary sources:</p> <ul style="list-style-type: none"> i) fact books ii) specialized encyclopedias iii) almanacs, chronologies (timelines), specialized dictionaries <p>(Appendix A)</p> <p>14. Uses Boolean operators (and, or, and quotation marks) in search engine to narrow or broaden search (Appendix A)</p> <p>15. Uses copyright date to establish currency (Appendix B)</p> <p>16. Identifies resources used during the research process (APA or MLA); MLA: "Works Cited" page/slide; APA: "References" Uses the proper style (MLA or APA) for the "Works Cited"</p>		<p>9. Responds to the information presented (e.g., written summary, questions, reactions)</p> <p>10. Shows respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speaker's gestures, showing attentive body language)</p> <p>11. Uses level of language and vocabulary appropriate to audience and purpose</p>
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	<p>page/slide (Appendix B)</p> <p>17. With teacher direction includes in-text citations (Appendix B)</p> <p>18. Documents the source of the information obtained electronically (e.g., text, graphics, sound, video)</p> <p>19. Continues to compare the features, relative merits, and inadequacies of 2 or 3 sources (identify, evaluate, choose, and acknowledge relevant ideas and information from two or three sources)</p> <p>20. With teacher guidance continues to establish reliability or authenticity by verifying authority (author)</p>		
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Inquiry and Research Skills Scope and Sequence
Grade 8

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Determines main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues SSRCA pp. 64-66 (Appendix B) 2. Brainstorms for prior knowledge and vocabulary independently 3. Formulates questions to aid in finding relevant information SSRCA pp. 85-86; 108-112 (Appendix B) 4. Is guided through the research project giving consideration to : <ol style="list-style-type: none"> i) focus question ii) sources of information and their locations iii) advanced organizer iv) headings and key words v) identifies end product 5. Continues to use online catalogues to locate materials 6. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian (refer to appendix) <ol style="list-style-type: none"> a) Clarifies importance of the AUP (Acceptable Use Policy: refer to appendix) b) Adheres to the copyright laws (refer to appendix) c) Identifies fictitious websites d) Reviews the proper use of social networking tools (e.g., Facebook, Ning, Youtube, etc.) (Appendix B) 7. With teacher direction engages in 	<ol style="list-style-type: none"> 1. Uses a variety of tools (e.g., table of contents, index, chapter headings, guide words) to access information and ideas SSRCA pp. 171-173 (Appendix B) 2. Matches reading rate (e.g., skimming, scanning, careful reading) to specific purpose and difficulty of reading material 3. Selects relevant information SSRCA pp. 128-133 (Appendix B) 4. Determines the difference between fact and underlying message portrayed in visuals and between real or imaginary images (e.g., images altered by Photoshop, Microsoft Photo Editor) 5. Listens and views for a variety of purposes including to understand and gather information 6. Recognizes the main ideas and supporting details SSRCA pp. 127-133 (Appendix B) 7. Continues to recognize fact and opinion; distinguishes between cause and effect 8. Continues to interpret and use graphs, tables, maps, grids, scales, legends 9. Answers inquiry or research questions using a variety of oral information sources (e.g., Elders, interviews, field trips, 	<ol style="list-style-type: none"> 1. Uses organizers to develop and arrange ideas at Gr. 8 level SSRCA pp. 232-236 (Appendix B) 2. Organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers, sequencing, charting) to ensure essential ideas and information are communicated SSRCA pp. 232-236 (Appendix B) 3. Summarizes major ideas and records information in own words SSRCA pp. 232-236 (Appendix B) 4. With teacher direction generates original ideas, supported by research and the ideas of credible sources, in order to arrive at solutions to problems 5. With teacher direction continues to practice developing a thesis statement and supporting arguments (position on a problem taken by a writer with the purpose of proving or supporting it) 6. Recognizes gaps in information gathered and locates additional information needed for a particular form, audience, or purpose 	<ol style="list-style-type: none"> 1. Conveys ideas and information using a variety of media and formats including illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Wikis, Podcasts, Blogs or other Web tools SSRCA p. 213 (Appendix B) 2. Writes clear and focused single and multi-paragraph compositions with an introductory paragraph, supporting paragraphs for facts and explanations, and a concluding paragraph (summary) 3. Uses language free of bias 4. Revises final draft to ensure that each paragraph has a topic sentence, a body, and a concluding sentence 5. Uses word processing skills which include: <ol style="list-style-type: none"> i) editing- cut, copy, paste ii) format – paragraph (indent; double line spacing, two spaces after each period); font iii) tools- word count, spell-check, grammar check, thesaurus 6 Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations 7. Responds to the information presented (e.g., written summary,

<p>activities to understand that the accuracy and value of information will vary from site to site</p> <p>8 Compares and considers information from different sites</p> <p>9. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>newspapers)</p> <p>10. Makes jot notes to assist recall of the main idea(s) expressed by the speaker (examples in appendix) SSRCA pp. 233-236 (Appendix B)</p> <p>11. Distinguishes the characteristics and uses of primary sources:</p> <ul style="list-style-type: none"> i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies <p>(Appendix A)</p> <p>12. Distinguishes the characteristics and uses of secondary sources:</p> <ul style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and editorials v) encyclopedias (print and online) vi) dictionaries, biographies, atlases <p>(Appendix A)</p> <p>13. Distinguishes the characteristics and uses of tertiary sources:</p> <ul style="list-style-type: none"> i) fact books ii) specialized encyclopedias iii) almanacs, chronologies (timelines), iv) specialized dictionaries <p>(Appendix A)</p> <p>14. Uses Boolean operators (and, or, but, not and quotation marks) in search engine to narrow or broaden search (Appendix A)</p> <p>15. Uses copyright date to establish currency</p> <p>16. Identifies resources used during the</p>		<p>questions, reactions).</p> <p>8. Shows respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speaker's gestures, showing attentive body language)</p> <p>9. Uses level of language and vocabulary appropriate to audience and purpose</p>
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	<p>research process (APA or MLA); MLA: "Works Cited" page/slide; APA: "References Uses the proper style (MLA or APA) for the "Works Cited" page/slide (Appendix B)</p> <p>17. Documents the source of the information obtained electronically (e.g., text, graphics, sound, video)</p> <p>18. With teacher assistance includes in-text citations (Appendix B)</p> <p>19. Continues to compare the features, relative merits, and inadequacies of 2 or 3 sources (identify, evaluate, choose, and acknowledge relevant ideas and information from two or three sources)</p> <p>20. Continues to establish reliability or authenticity by verifying authority (author)</p>		
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Inquiry and Research Skills Scope and Sequence
Grade 9

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Draws on prior knowledge and experience by considering what is known, and needs to be known about a topic 2. Formulates questions to aid in finding relevant information 3. Is guided through the research project giving consideration to : <ol style="list-style-type: none"> i) focus question ii) sources of information and their locations iii) advanced organizer iv) headings and key words v) identifies end product 4. Continues to use online catalogues to locate materials 5. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian (refer to appendix) <ol style="list-style-type: none"> i) Clarifies importance of the AUP (Acceptable Use Policy: ii) Adheres to the copyright laws iii) Identifies fictitious websites iv) Reviews the proper use of social networking tools (e.g.. Facebook, Ning, Youtube, etc.) (Appendix B) 6. Engages in activities to understand that the accuracy and value of information will vary from site to site 7. Compares and considers information from different sites 8. Continues further development of a 	<ol style="list-style-type: none"> 1. Uses a variety of tools (e.g., table of contents, index, chapter headings, guide words) to access information and ideas 2. Matches reading rate (e.g., skimming, scanning, careful reading) to specific purpose and difficulty of reading material 3. Selects relevant information; recognizes the main ideas and supporting details SSRCA pp. 127-133 (Appendix B) 4. With teacher guidance recognizes any underlying biases, stereotypes or prejudices in texts; the use of bias, stereotyping, emotional persuasion, and propaganda in visuals 5. Listens for a variety of purposes including to gather information, to form an opinion 6. Determines the difference between fact and underlying message portrayed in visuals and between real or imaginary images (i.e. images altered by Photoshop, MS Photo Editor) 7. Identifies the different explicit and implicit messages in visual texts 8. Continues to interpret and use graphs, tables, maps, grids, scales, legends 9. Answers inquiry or research questions using a variety of oral 	<ol style="list-style-type: none"> 1. Organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers at the Gr. 9 level, sequencing, charting) to ensure essential ideas and information are communicated SSRCA pp. 232-236 (Appendix B) 2. Makes jot notes to assist recall of the main idea(s) expressed by the author; paraphrases and summarizes major ideas SSRCA pp. 232-236 (Appendix B) 3. With teacher direction generates original ideas, supported by research and the ideas of credible sources, in order to arrive at solutions to problems 4. With teacher direction ensures that an original thesis statement is developed and supporting arguments are included (position on a problem taken by a writer with the purpose of proving or supporting it) 5. Recognizes gaps in information gathered and locates additional information needed for a particular form, audience, or purpose SSRCA pp. 112 Strategy 14 (Appendix B) 	<ol style="list-style-type: none"> 1. Determines key ideas, messages. or information to be expressed and conveys these using a variety of media and formats which may included but are not limited to illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Wikis, Podcasts, Blogs or other Web tools SSRCA p. 213 (Appendix B) 2. Chooses appropriate media and format for purpose, audience, and situation 3. Revises final drafts to ensure that compositions have effective beginning, adequately developed middles, and appropriate conclusions 4. Uses word processing skills which include: <ol style="list-style-type: none"> i) editing- cut, copy, paste ii) format – paragraph (indent; double line spacing, two spaces after each period); font iii) tools- word count, spell-check, grammar check, thesaurus 5. Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations and chooses appropriate medium with teacher guidance 6. Responds to the information presented (e.g., written summary,

<p>time management plan to meet deadlines independently</p>	<p>information sources (e.g. Elders, interviews, field trips, newspapers)</p> <p>10. Makes jot notes to assist recall of the main idea(s) expressed by the speaker (Appendix B)</p> <p>11. Distinguishes the characteristics and uses of primary sources:</p> <ul style="list-style-type: none"> i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies <p>(Appendix A)</p> <p>12. Distinguishes the characteristics and uses of secondary sources:</p> <ul style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and editorials v) encyclopedias (print and online) vi) dictionaries, biographies, atlases <p>(Appendix A)</p> <p>13. Distinguishes the characteristics and uses of tertiary sources:</p> <ul style="list-style-type: none"> i) fact books ii) specialized encyclopedias iii) almanacs, chronologies (timelines), specialized dictionaries <p>(Appendix A)</p> <p>14. Uses Boolean operators (and, or, but, not, and quotation marks) in search engine to narrow or broaden search (Appendix A)</p> <p>15. Begins to perform Internet searches using portals and directories (Appendix A)</p> <p>16. Uses copyright date to</p>		<p>questions, reactions).</p> <p>7. Shows respect for presenter's opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speaker's gestures, showing attentive body language)</p> <p>8. Uses level of language and vocabulary appropriate to audience and purpose</p>
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	<p>establish currency</p> <p>17. Identifies resources used during the research process (APA or MLA); MLA: "Works Cited" page/slide; APA: "References" page/slide; Uses the proper style (MLA or APA) for the "Works Cited" page/slide (Appendix B)</p> <p>18. Documents the source of the information obtained electronically (e.g., text, graphics, sound, video)</p> <p>19. With teacher assistance includes in-text citations (Appendix B)</p> <p>20. Continues to compare the features and relative merits and inadequacies of 2 or 3 sources (identify, evaluate, choose, and acknowledge relevant ideas and information from two or three sources)</p> <p>21. Continues to establish reliability or authenticity by verifying authority (author)</p>		
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Inquiry and Research Skills Scope and Sequence
Grades 10 - 12

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<ol style="list-style-type: none"> 1. Draws on prior knowledge and experience by considering what is known, and needs to be known about a topic 2. Formulates questions to aid in finding relevant information 3. Is guided through the research project giving consideration to : <ol style="list-style-type: none"> i) focus question ii) sources of information and their locations iii) advanced organizer iv) headings and key words v) identifies end product 4. Continues to use online catalogues to locate materials 5. Reviews online safety with an activity facilitated by the teacher and or teacher-librarian <ol style="list-style-type: none"> a) Clarifies importance of the AUP (Acceptable Use Policy) b) Adheres to copyright laws c) Identifies fictitious websites d) Reviews the proper use of social networking tools (e.g., Facebook, Ning, Youtube, etc.) (Appendix B) 6. Engages in activities to understand that the accuracy and value of information will vary from site to site 7. Compares and considers information from different sites 8. Understands and respects copyright laws (Appendix B) 	<ol style="list-style-type: none"> 1. Listens for a variety of purposes including to gather information, to form an opinion 2. Matches reading rate (eg. skimming, scanning, careful reading) to specific purpose and difficulty of reading material for required information 3. With teacher guidance begins to recognize prominent organizational patterns within text (e.g., spatial, chronological or climactic; logical including listing, cause/effect, comparison/contrast, problem/solution) 4. Recognizes any underlying biases, stereotypes or prejudices in texts and distinguishes fact from opinion 5. Identifies the different explicit and implicit messages in visual texts as well as the use of bias, stereotyping, emotional persuasion, and propaganda in visuals 5. Selects relevant information to make jot notes; recognizes the main ideas and supporting details 6. Modifies primary question, revises topic and research strategies as needed 7. With the assistance of the teacher begins to develop criteria for evaluating the accuracy and objectivity of information 	<ol style="list-style-type: none"> 1. Organizes information and ideas into categories (e.g., who, what, where, when, why, how) using a variety of strategies (e.g., webs, graphic organizers at the Gr. 9 level, sequencing, charting) to ensure essential ideas and information are communicated 2. Makes jot notes to assist recall of the main idea(s) expressed by the author; paraphrases and summarizes major ideas 3. With teacher direction generates original ideas, supported by research and the ideas of credible sources, in order to arrive at solutions to problems 4. Ensures that an original thesis statement is developed and supporting arguments are included (position on a problem taken by a writer with the purpose of proving or supporting it) 5. Seeks additional information from other sources as needed 	<ol style="list-style-type: none"> 1. Determines key ideas, messages. or information to be expressed and conveys these using a variety of media and formats which may include but are not limited to illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, Photo Story, Podcasts, Blogs or other Web tools 2. ELA A10: Presents information using print and non-print aids to engage and inform a familiar audience. Presents thoughts, ideas, and feelings using an appropriate combination of charts, diagrams, pictures, audiotapes, slides, models, drama, and print ELA 20 Presents information incorporating visual, audio-visual, and dramatic aids to engage the intended audience. Presents thoughts, ideas, and feelings using an appropriate combination of visual aids and print <i>Communicate thoughts, ideas, and feelings for a specific audience and purpose through a radio script, an advertisement, or a photo essay</i> ELA B30 – Present information on a topic with class members in a planned and focused group session using a variety of audio-visual strategies <i>Communicate thoughts, ideas, and</i>

<p>9. With teacher guidance develops a time management plan to meet deadlines independently</p>	<p>8. Recognizes the need to locate a variety of sources representing a range of views</p> <p>9. Distinguishes the characteristics and uses of primary sources:</p> <ul style="list-style-type: none"> i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies <p>(Appendix A)</p> <p>10. Distinguishes the characteristics and uses of secondary sources:</p> <ul style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and editorials v) encyclopedias (print and online) vi) dictionaries, biographies, atlases <p>(Appendix A)</p> <p>11. Distinguishes the characteristics and uses of tertiary sources:</p> <ul style="list-style-type: none"> i) fact books ii) specialized encyclopedias iii) almanacs, chronologies (timelines), specialized dictionaries <p>(Appendix A)</p> <p>12. Uses Boolean operators (and, or, but, not and quotation marks) in search engine to narrow or broaden search (Appendix A)</p> <p>13. Begins to perform Internet searches using metasearch engines (Appendix A)</p> <p>14. Uses copyright date to establish currency</p> <p>15. Establishes reliability</p>		<p><i>feelings using two or more media</i></p> <p><i>Deliver a multi-media presentation for a specific audience and purpose (e.g., to inform, to influence, to entertain</i></p> <p>3. If a report is the final product, prepares a final copy using appropriate conventions of publication (e.g., title page, references)</p> <p>4. States a topic sentence clearly and limits the content to pertinent material</p> <p>5. Develops ideas rather than just restating them.</p> <p>6. Uses word processing skills which include:</p> <ul style="list-style-type: none"> i) editing- cut, copy, paste ii) format – paragraph (indent; double line spacing, two spaces after each period); font iii) tools- word count, spell-check, grammar check, thesaurus <p>7. Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations and chooses appropriate medium with teacher guidance</p> <p>8. Responds to the information presented (e.g. written summary, questions, reactions).</p> <p>9. Shows respect for presenter’s opinions and ideas through active listening and other appropriate behaviours (e.g., polite feedback, responding to the speaker’s gestures, showing attentive body language)</p>
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	<p>or authenticity by verifying authority (author)</p> <p>16. Uses the proper style (MLA or APA) for the “Works Cited” page/slide (MLA). “References” page/slide (APA) and in-text citations: direct and indirect quotes, footnotes (Appendix B)</p> <p>17. Documents the source of the information obtained electronically (i.e., text, graphics, sound, video)</p>		<p>10. Uses level of language and vocabulary appropriate to audience and purpose</p>
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Inquiry and Research Skills Scope and Sequence

Appendix A – Glossary of Terms

AUP (Acceptable Use Policy) is a policy that all parents/guardians and students must agree to follow in order for students to be provided with access to our school division network, email, and the internet. **See School Division AUP example in Appendix B.**

Boolean operators refers to the use of the keywords AND, OR and NOT to narrow or broaden the search for information (sometimes referred to as a Boolean search). Examples: searching for information on that contains all topics listed (Cats AND Dogs AND Gerbils); searching for one topic, but excluding another (Cats NOT Dogs); searching for information; searching for information on any or all topics listed (Cats OR Dogs OR Gerbils OR Rabbits).

Diorama is a miniature or small-scale model representing a scene with three-dimensional figures.

KWL Chart is a 3 column chart where students record the 'K' (what I already know about a topic or question) in the first column, and the 'W' (what I want to learn about the same topic or question) in the second column. After some reading, research, discussion, etc., then students are asked individually, in small groups, or as an entire class to fill in the third column, 'L' (what I learned about the topic or question). **See sample in Appendix B.**

Magazines (online) allow students to search multiple magazines at once by typing in their search topic with only the articles related to the topic showing up. For younger students, this allows for a more controlled search result instead of an open internet search. Elementary students can utilize this resource both at school and at home by accessing the Prince Albert Catholic homepage (www.pacsd.ca) → Our Students/Parents → Reference Tools → Databases → Junior Edition of Infotrac or Student Edition of Infotrac (higher reading level).

Metasearch engines allow you to search for a topic or subject by compiling a list of results from several different search engines, saving you the time of researching the topic using different search engines on your own. Retrieved from https://en.wikipedia.org/wiki/Metasearch_engine. Retrieved July 25, 2013.

Microsoft Paint is a simple graphics/painting utility that can be used to draw, colour, and edit pictures. It can be saved in standard picture formats such as .jpg and .bmp. MS Paint includes features such as pencil, brush, airbrush, eraser, magnifier and fill colour tools, along with the ability to add text, lines and shapes.

Portals and Directories An internet portal is a website that acts as a starting point for browsing the internet. Portals typically include search engines and large directories of websites. Most commonly used portals include Yahoo, Excite, Lycos. Large portals have webpages indexed and large directories of websites categorized by topic for users to search through. Retrieved from <http://www.techterms.com/definition/portal>, Retrieved July 25, 2013.

Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information.

Note: The definition of a primary source may vary depending upon the discipline or context.

Examples include:

- Artifacts (e.g. coins, plant specimens, fossils, furniture, tools, clothing, all from the time under study);
- Audio recordings (e.g. radio programs)

- Diaries;
- Internet communications on email, listservs;
- Interviews (e.g., oral histories, telephone, e-mail);
- Journal articles published in peer-reviewed publications;
- Letters;
- Newspaper articles written at the time;
- Original Documents (i.e. birth certificate, will, marriage license, trial transcript);
- Patents;
- Photographs
- Proceedings of Meetings, conferences and symposia;
- Records of organizations, government agencies (e.g. annual report, treaty, constitution, government document);
- Speeches;
- Survey Research (e.g., market surveys, public opinion polls);
- Video recordings (e.g. television programs);
- Works of art, architecture, literature, and music (e.g., paintings, sculptures, musical scores, buildings, novels, poems).
- Web site

Secondary sources are less easily defined than primary sources. Generally, they are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. However, what some define as a secondary source, others define as a tertiary source. Context is everything.

Note: The definition of a secondary source may vary depending upon the discipline or context.

Examples include:

- Bibliographies (also considered tertiary);
- Biographical works;
- Commentaries, criticisms;
- Dictionaries, Encyclopedias (also considered tertiary);
- Histories;
- Journal articles (depending on the discipline can be primary);
- Magazine and newspaper articles (this distinction varies by discipline);
- Monographs, other than fiction and autobiography;
- Textbooks (also considered tertiary);
- Web site (also considered primary).

Tertiary sources consist of information which is a distillation and collection of primary and secondary sources.

- Almanacs;
- Bibliographies (also considered secondary);
- Chronologies;
- Dictionaries and Encyclopedias (also considered secondary);
- Directories;
- Fact books;
- Guidebooks;
- Indexes, abstracts, bibliographies used to locate primary and secondary sources;

- Manuals;
- Textbooks (also be secondary).

Example of source type for same topic:

Primary	<i>diaries world war</i>
Secondary	<i>biography world war</i>
Tertiary	<i>encyclopedia world war</i>

Retrieved from <http://www.lib.umd.edu/ues/guides/primary-sources> University Libraries, University of Maryland, Retrieved December 4, 2012

URL of the source stands for ‘Uniform Resource Locator’. When students are asked to include references or cite their sources, if they have used any online websites to obtain information, they would need to include the URL which is the address of a specific website or file on the internet. (ex. www.curriculum.gov.sk.ca or <http://www.techterms.com/definition/url>).

Venn diagram is a graphic organizer used to list and compare similarities and differences between any two items (concepts, people, movies, animals, books, ...)
See sample in Appendix B.

**Inquiry and Research Skills Scope and Sequence
Appendix B – References & Supporting Documents**

APA (American Psychological Association) format: requires a references page at the end of an essay. Free examples of how to create a References page for websites, books, newspapers, journals, databases can be found at <http://www.bibme.org>

Copyright Laws & Updates: As soon as students begin writing informative texts that include more than their own ideas, it is important for them to gain an understanding and appreciation of what copyright means and how to respect the copyright of their own and other authors' works. Information on the copyright laws that pertain specifically to education can be found at www.pacsd.ca → Our Employees → Teacher Portal → Teacher Librarians → New Canadian Copyright Laws or The Council of Ministers of Education: Copyright. You can also find the same information at <http://www.copyrightlaws.com/canadian/summer-of-2012-canadian-copyright-law/> or <http://www.cmec.ca/139/Programs-and-initiatives/Copyright/Overview/index.html>

Documenting electronic information/sources: MLA (Modern Language Association) examples can be found at <http://owl.english.purdue.edu/owl/resource/747/08/> and APA (American Psychological Association) examples can be found at <http://owl.english.purdue.edu/owl/resource/560/10/>

Establish reliability or authenticity by verifying authority (author): Anyone can put anything on the internet. That's why it is important to know who or what group is behind a website before trusting the reliability or authenticity of the site's content. Internet sources are considered more credible if the author is listed. To locate the author of the webpage, look at the bottom of the home page of the website near the copyright information. An author can be an organization, a company or a webmaster. Authors can then be searched for to find out more about them in order to establish reliability. If that does not work, you can also try clicking on the "Contact Us" or "About Us" tab since sometimes the author's name will be listed on this page, or you can send an email and ask for the author's name. Sometimes websites don't include authors' names, however, since most authors are proud of the content they put on a website, if you cannot locate an author, be skeptical of the information contained on the website.

Adapted from http://www.ehow.com/how_5530805_author-website.html on July 25, 2013.

Fictitious websites: Many of our students automatically assume that if information is posted online, then it must be true. This is not the case. Students should be encouraged to check the copyright date and author of any websites they visit in order to establish reliability and currency of any information they retrieve. Examples of fictitious websites and lessons you can use with your students include: <http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=3> or http://www.shsu.edu/~lis_mah/documents/TCEA/hoaxtable.html or <http://www.museumofhoaxes.com/hoax/weblog/C49/> As with any web resource you send students to, please preview the recommended sites to ensure suitability for your intended student audience.

Grade 1: Writes short informational texts with pictures. (Go to: https://www.spdu.ca/resources/english_language_arts.html and scroll down to Writing Samples to select grade level and genre to see examples of what this looks like).

Grade 2: Writes short informative reports when given help with organization and/or using a frame. (Go to: https://www.spdu.ca/resources/english_language_arts.html and scroll down to Writing Samples to select grade level and genre to see examples of what this looks like).

In-Text Citations (grades 7, 8, 9): MLA (Modern Language Association) examples can be found at <http://owl.english.purdue.edu/owl/resource/747/2/> and APA (American Psychological Association) examples can be found at <http://owl.english.purdue.edu/owl/resource/560/2/>

Jot Notes to assist recall of main idea of speaker: A variety of graphic organizers are readily available to help students practice recording main ideas from a speaker or other audio-visual presentation, or from written text or visuals. Some examples of jot note graphic organizers that can be downloaded and printed are available at http://www.eduplace.com/kids/hme/k_5/graphorg/ or for online jot note applications try <http://cooltoolsforschools.wikispaces.com/Organiser+Tools>

MLA (Modern Language Association) format: requires a works cited page at the end of an essay. Free examples of how to create a Works Cited page for websites, books, newspapers, journals, databases can be found at <http://www.easybib.com/> or <http://www.bibme.org/>

Online safety websites: Sites that contain lessons about safety and privacy issues for both students and parents. Examples can be found at <http://mediasmarts.ca> or can also be found at www.pacsd.ca → Our Employees → Teacher Portal → Teacher Librarians → Common Sense Media, Media Smarts, Social Smarts, or Wired Safety.

Point of View & Bias in visuals: It is important for students to think about who took or created the visual and why they chose to depict a subject in a particular way. This helps students begin to understand that visuals also show only one point of view, and may also contain a bias or single perspective.

SSRCA Gr. 1-3: Successful Strategies for Reading in the Content Areas Grade 1-3. 2nd edition. © 2008 Shell Education. Huntington Beach, CA.
SSRCA Gr. 4-5: Successful Strategies for Reading in the Content Areas Grade 4-5. 2nd edition. © 2008 Shell Education. Huntington Beach, CA.
(Available in Teacher Resource section of school libraries and CRC.)

Using copyright date to establish currency: When having students conduct research using the internet, they have access to the newest, most recent sources of information. However, search engines do not necessarily sort search results chronologically. Check the copyright date of websites helps students to see whether they are working with websites that up to date information or not. The copyright date of websites can generally be located at the bottom of the homepage of a website. If no copyright date is listed, students should be encouraged to use another website with a copyright date and author.

KWL Chart

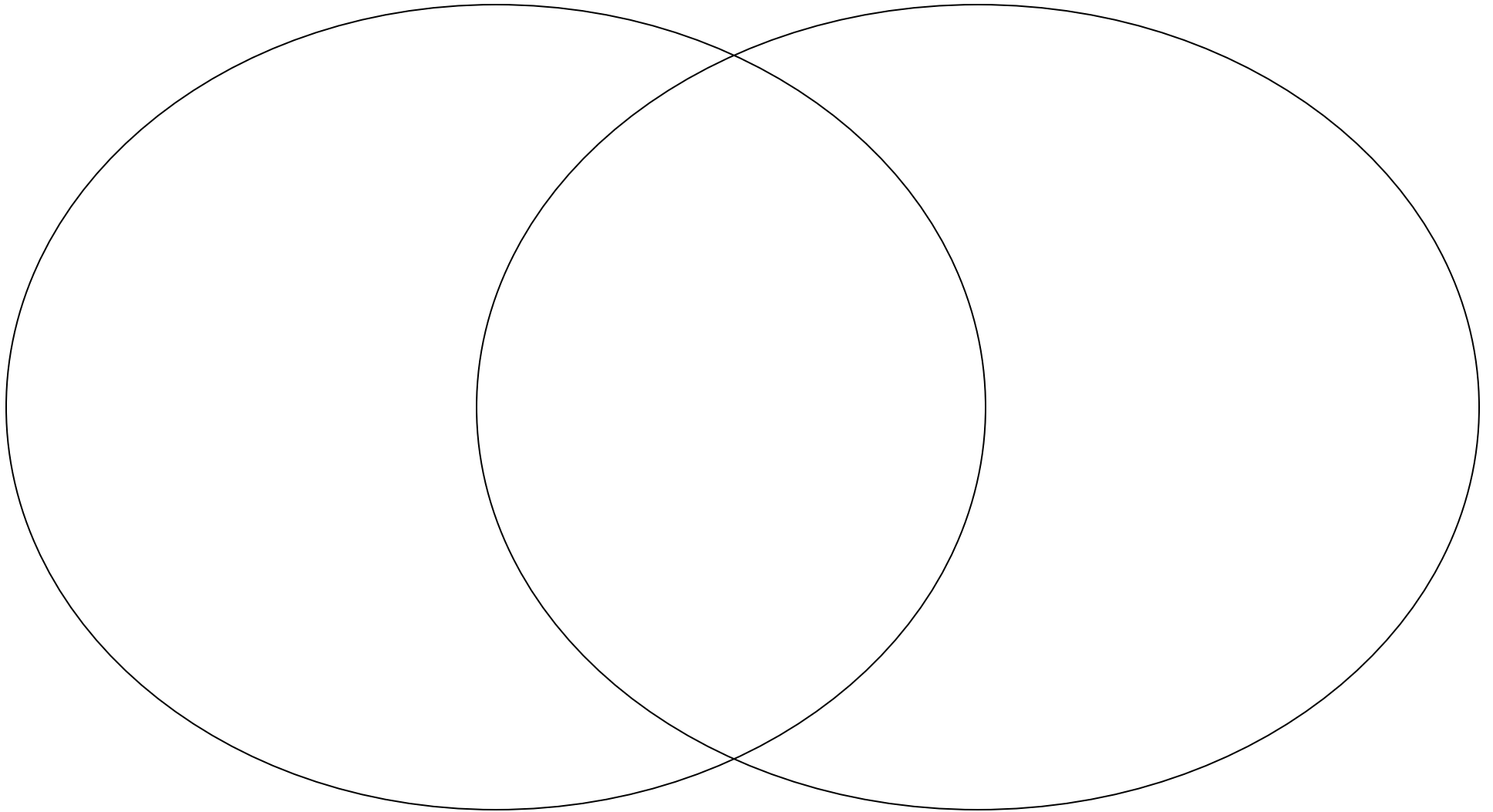
K What I know...	W What I want to know...	L What I learned...

Venn diagram

Different

Same

Different



Listening Rubric

Sample Analytic Scoring Rubric for Listening

Criteria	Level 4	Level 3	Level 2	Level 1
Listening Skills and Strategies	Consistently and ably uses a range of strategies before, during, and after the listening process.	Uses a range of strategies before, during, and after the listening process.	Uses some basic strategies before, during, and after the listening process.	Uses few strategies before, during, and after the listening process.
Comprehension	Demonstrates thorough and insightful understanding of ideas, information, concepts, and/or themes in text.	Demonstrates clear understanding of ideas, information, concepts, and/or themes in text.	Demonstrates some understanding of ideas, information, concepts, and/or themes in text.	Demonstrates limited understanding of ideas, information, concepts, and/or themes in text.
	Explains the relationship between the explicit and implicit message in the text.	Identifies the explicit and implicit messages in the text.	Identifies the explicit and some of the implicit messages in the text.	Identifies explicit messages but has difficulty identifying the implicit messages in the text.
	Explains in a thorough and insightful way how ideas are organized and how key conventions and elements/techniques have been used for effect.	Explains how ideas are organized and how key conventions and elements/techniques have been used to achieve particular effects.	Explains in a simple way how ideas are organized and how some key conventions and elements/techniques have been used to achieve particular effects.	Has difficulty explaining how ideas are organized and how conventions and elements/techniques have been used for effect.
Response	Responds critically and thoughtfully to text.	Responds personally and thoughtfully to text.	May need assistance to respond from personal viewpoint.	Needs assistance and prompting to respond from personal viewpoint.
	Responds personally with a high degree of detail and effectiveness.	Responds personally with considerable detail and evidence.	Responds personally with some detail and support.	Responds personally with prompting or other supports with limited detail and support.
	Responds critically with a high degree of analysis and effectiveness.	Responds critically with considerable analysis and evidence.	Responds with some analysis.	Responds with limited analysis and support, if prompted.
	Makes connections with other texts with a high degree of understanding.	Makes connections with other texts with considerable understanding.	Makes connections with other texts with some understanding.	Makes connections with other texts with limited understanding, when prompted.

Retrieved from www.curriculum.gov.sk.ca. *Assessing, Evaluating, and Reporting Student Progress: Supporting English Language Arts (April 2011)*, Saskatchewan Ministry of Education. Retrieved May 15, 2013

Prince Albert Catholic Schools Internet Acceptable Use Policy (AUP)

Please read this document carefully before signing.

The Prince Albert Catholic Separate School Division #6 is very pleased to offer access to the Internet to all schools within the division. It is believed that the Internet offers vast, diverse and unique resources to both students and teachers and is therefore deemed as a privilege. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. **To obtain access to the Internet and E-mail services all students must have parental permission and must sign the form below returning it to the attending school.**

While having access to an e-mail account and the Internet, students will be able to communicate with people all over the world, explore thousands of websites, libraries, encyclopedias and other important databases. With this type of access also comes the availability of material that may not be considered to be of educational value in the school setting. Our school division has taken every precaution to restrict access to controversial materials. However, on a global network it is impossible to control all materials. We firmly believe that the valuable information and interaction available on this worldwide network is important and every effort will be made to ensure students obtain material that is consistent with the educational goals and Catholic beliefs of the school division.

Expectations of the Student:

Students are expected to abide by the generally accepted rules of the network and of the school. The Internet is provided for students to conduct research and to communicate with others for educational purposes only. Students are expected to act in a considerate and responsible manner.

Parent permission is required. Access entails responsibility.

Network storage areas may be treated like school lockers. Teachers may review files and communications to maintain system integrity and insure that students are using the system responsibly. Students should not expect that files stored on the school division servers would always be private.

Violations of the following manner are not permitted:

- Sending or displaying inappropriate messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Attempting to download software and/or install programs.

Please sign and return the form below:

Prince Albert Roman Catholic Separate School Division #6 Internet Acceptable Use Policy Agreement Form

As a user of the Prince Albert Roman Catholic Separate School Division #6 computer network, I hereby agree to the above stated rules and regulations while using a computer and/or Internet during school and after school hours.

Student Signature: _____

As a parent/legal guardian of the student signing above, I grant permission for my son/daughter to access networked computer services as outlined above. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use- setting and conveying standards for my son/daughter to follow when selecting, sharing or exploring information and media.

Parent/Guardian Signature _____

Date _____