

DRAFT

Prince Albert Catholic Schools
A Caring Faith Community Sharing in the Teaching Mission of Jesus

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	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 (KWL chart) 5. Connects new text (print and pictures) 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 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., diorama) to communicate information and ideas 3. Responds to presentation of books 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 3. Participates in shared, guided, and independent viewing experiences with a variety of texts 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) 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 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 	<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 3. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) 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 where information is found 	<ol style="list-style-type: none"> 1. Uses advanced organizer to record information (key words and/or pictures) 2. Develops group/class chart categorizing information 	<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 3. With teacher direction presents information and ideas in sentences using a frame. (Writes short informational texts with pictures.) (See example in appendix) 4. Explores basic computer drawing tools such as the paintbrush in Microsoft Paint 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 2. Brainstorms for prior knowledge and vocabulary in large group and/or small group 3. Participates in shared, guided, and independent viewing experiences with a variety of texts 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) 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 8. Identifies the location of nonfiction resources in the library 9. Identifies the use of the student 	<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, Web resources, etc.) 3. Is introduced to the index and table of contents to locate information in a reference resource 4. Begins to interpret diagrams, maps and charts 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 - Kidbits) 6. Respects Copyright: Identifies the title and the page number where information is found 	<ol style="list-style-type: none"> 1. Uses advanced organizer at Gr. 2 level to record information (key words and/or pictures) 2. Develops group/class chart categorizing information needs using technology and media products (posters, brochures, pamphlet, CD, videos, etc.) 	<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 (See appendix for example) 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 5. Shares and explains information to familiar audiences, and answers questions 6 Listens attentively to others and responds appropriately. (See rubric in appendix) 7. Speaks in a clear voice with appropriate volume and expression, and at an understandable pace

computer catalogue			
10. Is introduced the meaning of the AUP (Acceptable Use Policy) before using the Internet.			
11. Is introduced to the notion of fictitious websites			
12. Is introduced to online safety (see appendix)Media Awareness URL			

Inquiry and Research Skills Scope and Sequence Grade 3

Through planned learning activities the student . . .

Pre-Search	Finding Information	Organizing Information	Presenting Information
<p>1. Identifies key ideas, details, and point of view in visual texts by using prior knowledge, connections, inferences and visual cues</p> <p>2. Brainstorms for prior knowledge and vocabulary in small groups and/or independently</p> <p>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)</p> <p>4. Generates questions to organize investigation of new information</p> <p>5. Connects new ideas, information, and experiences to own and others' ideas and experiences</p> <p>6. Distinguishes between opinions and verifiable facts, and asks questions to clarify meaning</p> <p>7. Begins to use online catalogues to locate materials</p> <p>8. Recognizes that non-fiction books in a school library are arranged numerically according to the Dewey Decimal Classification System</p> <p>9. Reviews the meaning of the AUP (Acceptable Use Policy) before using the Internet.</p>	<p>1. Recognizes fact and opinion, main ideas and some supporting details</p> <p>2. With teacher assistance recognizes key words in a research question</p> <p>3. With teacher direction identifies synonyms of key words</p> <p>4. Uses the index and table of contents of a reference resource to locate information</p> <p>5. Skims to find words, phrases, ideas, answers to specific questions using a variety of media (i.e. books, newspapers, magazines, Web resource, etc.)</p> <p>6. Distinguishes the characteristics and uses of secondary sources: i) non-fiction books ii) magazines (print) iii) magazines (online – <i>Kidbits</i>) iv) encyclopedias (print and online)</p> <p>7. Continues to interpret and use graphs, maps, and legends</p> <p>8. Respects Copyright: Writes the title of the book, the page number of the source and the author of the information</p> <p>9. Explores pre-selected Internet sites</p>	<p>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)</p> <p>2. Learns how to write jot notes following the model of the teacher</p> <p>3. Compares and contrasts ideas using an appropriate graphic organizer following the model of the teacher (e.g., Venn diagram)</p> <p>4. Draws and labels simple maps and diagrams</p> <p>5. With teacher guidance practises self-editing and proofreading</p>	<p>1. Uses drama, pictures, sounds, simple charts and graphs, models, or drawings to represent understanding of gathered information</p> <p>2. Writes short informative reports (paragraph with topic sentence and summary sentence) when given help with organization</p> <p>3. Uses word processing programs to revise, and present</p> <p>4. Develops word processor skills such as cut, copy, paste and insert graphic</p> <p>5. Uses print and non-print aids to illustrate key ideas and information</p> <p>6. Speaks, or presents oral findings, reports, with fluency and with appropriate volume and expression to emphasize key ideas</p> <p>7. Presents information and ideas on a topic to engage a familiar audience using organizers such as key words on a card</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>

10. Reviews what has been learned about fictitious websites 11. Reviews online safety practices (see appendix)Media Awareness URL			
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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 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 4. With teacher-guidance formulates questions to aid in finding relevant information 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) Is introduced to the meaning of copyright laws (refer to appendix). c) Reviews what has been learned about fictitious websites 	<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 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. With teacher direction recognizes fact and opinion; distinguishes between cause and effect (obvious examples) 6. Interprets and uses graphs, tables, maps, grids, scales, legends 7. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online – <i>Kidbits</i>) iv) encyclopedias (print and online) v) dictionaries, biographies, atlases 8. With teacher direction distinguishes the 	<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) 3. Continues to develop note-taking skills 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 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 a slide show using a prepared template from a digital presentation tool (e.g., Powerpoint, PhotoStory); Develops a Wiki, Podcast, Blog or other visual communication using similar Web tools 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>characteristics and uses of tertiary sources</p> <p>i) fact books (e.g., Guinness World Book)</p> <p>9. Respects Copyright: Writes the title of the book, the page number of the source, the author of the information and the date of publication.</p> <p>10. With teacher direction documents the sources of information obtained electronically (e.g., texts, graphics, sound, video)</p> <p>10. Explores pre-selected websites</p> <p>11. With teacher direction begins to compare the features and relative merits and inadequacies of 2 different sources</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 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 4. With teacher-guidance formulates questions to aid in finding relevant information 5. 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 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: refer to appendix) b) Reviews the meaning of copyright laws (refer to appendix). c) Reviews what has been learned about fictitious websites 	<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. Skims and scans for key words and phrases 3. Selects relevant information 4. Recognizes point of view and biases in visuals 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: <ol style="list-style-type: none"> i) surveys ii) emails iii) interviews iv) autobiographies 9. Distinguishes the characteristics and uses of secondary sources: <ol style="list-style-type: none"> i) non-fiction books ii) magazines (print) iii) magazines (online – <i>Kidbits</i>) 	<ol style="list-style-type: none"> 1. Use organizers to develop and arrange ideas at Gr. 5 level (e.g., headings and key words) 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) 3. With teacher guidance begins to summarize main points and records information in own words 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 including illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentation such as PowerPoint, PhotoStory, Wikis, Podcasts, Blogs or other Web tools 2. Writes clear and focused single and multiple-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. Spellcheck) 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

<p>8. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>iv) encyclopedias (print and online) v) dictionaries, biographies, atlases</p> <p>10. Distinguishes the characteristics and uses of tertiary sources i) fact books</p> <p>11. With teacher direction uses Boolean operators (and) in search engine to narrow or broaden search</p> <p>12. Begins to use copyright date to establish currency (include examples)</p> <p>13. Respects Copyright: Writes the title of the information source, the page number the author and the date of publication</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 and relative merits and inadequacies of 2 or 3 sources</p> <p>16. With teacher guidance begins to establish reliability or authenticity by verifying authority (author)</p>		<p>listening and other appropriate behaviours (e.g., polite feedback, responding to the speakers' 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 2. Brainstorms for prior knowledge and vocabulary independently 3. Formulates questions to aid in finding relevant information 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) Reviews the meaning of copyright laws (refer to appendix). c) Reviews what has been learned about fictitious websites d) Is introduced to the proper use of social networking tools (e.g., Facebook, Ning, Utube, 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 2. Skims and scans for key words and phrases 3. Selects relevant information 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 ii) emails 	<ol style="list-style-type: none"> 1. Uses organizers to develop and arrange ideas 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 3. Summarizes main points and records information in own words 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 including illustrations, dramatizations, tableaux, diagrams, posters, video, maps, graphs, cartoons, dioramas, charts, digital presentations such as PowerPoint, PhotoStory, Wikis, Podcasts, Blogs or other Web tools 2. Writes clear and focused single and multiple-paragraphs 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 (Spellcheck) 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).

<p>7. Begins to understand that the accuracy and value of information will vary from site to site</p> <p>9. Begins to compare and consider information from two sites</p> <p>10. With the help of the teacher develops a time management plan to meet deadlines</p>	<p>iii) interviews iv) autobiographies</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</p> <p>11. Distinguishes the characteristics and uses of tertiary sources i) fact books ii) specialized encyclopedias</p> <p>12. With teacher direction uses Boolean operators (and, quotation marks) in search engine to narrow or broaden search</p> <p>13. Uses copyright date to establish currency</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</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 and relative merits and inadequacies of 1 or 2 sources (identify, evaluate, select)</p> <p>17. With teacher guidance continues to establish reliability or authenticity by verifying authority (author)</p>		<p>8. 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> <p>9. With teacher guidance uses level of language and vocabulary appropriate to audience and purpose</p>
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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 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 (refer to appendix) <ol style="list-style-type: none"> a) Clarifies importance of the AUP (Acceptable Use Policy: refer to appendix) b) Reviews the meaning of copyright laws (refer to appendix). c) Identifies fictitious websites d) Reviews the proper use of social networking tools (i.e. Facebook, Ning, Utube, 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 2. Matches reading rate (eg. skimming, scanning, careful reading) to specific purpose and difficulty of reading material 3. Selects relevant information 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 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 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 3. Summarizes major ideas records information in own words 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, PhotoStory, Wikis, Podcasts, Blogs or other Web tools 2. Writes clear and focused single and multiple-paragraphs 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. Spellcheck) 7. Continues to use Thesaurus to select synonyms 8. Identifies intent and appeal of

<p>8. With teacher direction engages in activities to understand that the accuracy and value of information 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: i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies</p> <p>12. 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</p> <p>13. Distinguishes the characteristics and uses of tertiary sources i) fact books ii) specialized encyclopedias iii) almanacs, chronologies (timelines), specialized dictionaries</p> <p>14. Uses Boolean operators (and, or, and quotation marks) in search engine to narrow or broaden search</p> <p>15. Uses copyright date to establish currency</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" page/slide</p>		<p>audio-visual supports (e.g., charts, poster, model) used to enhance presentations</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>17. With teacher direction includes in text citations</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 and relative merits and inadequacies of 2 or 3 sources (identify, evaluate, select, 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 2. Brainstorms for prior knowledge and vocabulary independently 3. Formulates questions to aid in finding relevant information 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, Utube, etc.) 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 2. Matches reading rate (e.g., skimming, scanning, careful reading) to specific purpose and difficulty of reading material 3. Selects relevant information 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 7. Continues to recognize fact and opinion; distinguishes between cause and effect 8. Continues to interpret and use graphs, tables, maps, grids, scales, legends 10. Answers inquiry or research questions using a variety of oral information sources (e.g., Elders, 	<ol style="list-style-type: none"> 1. Uses organizers to develop and arrange ideas at Gr. 8 level 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 3. Summarizes major ideas and records information in own words 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, PhotoStory, Wikis, Podcasts, Blogs or other Web tools 2. Writes clear and focused single and multiple-paragraphs 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, spellcheck, grammar check, Thesaurus 6 Identifies intent and appeal of audio-visual supports (e.g., charts, poster, model) used to enhance presentations

<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>interviews, field trips, newspapers)</p> <p>11. Makes jot notes to assist recall of the main idea(s) expressed by the speaker (examples in appendix)</p> <p>12. 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>13. 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>14. 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>15. Uses Boolean operators (and, or, but, not and quotation marks) in search engine to narrow or broaden search</p> <p>16. Uses copyright date to establish currency</p> <p>17. Identifies resources used during the</p>		<p>7. Responds to the information presented (e.g., written summary, 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</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</p> <p>20. Continues to compare the features and relative merits and inadequacies of 2 or 3 sources (identify, evaluate, select, 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
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 vi) 4. Continues to use online catalogs 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"> 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, Utube, etc.) 6. Engages in activities to understand that the accuracy and 	<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 4. With teacher guidance recognizes any underlying biases, stereotypes or prejudices in texts; the use of bias, stereotyping, emotional persuasion, and propoganda 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 	<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. 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 	<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, PhotoStory, Wikis, Podcasts, Blogs or other Web tools 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, spellcheck, 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

<p>value of information will vary from site to site</p> <p>7. Compares and considers information from different sites</p> <p>8. Continues further development of a time management plan to meet deadlines independently</p>	<p>9. Answers inquiry or research questions using a variety of oral information sources (e.g. Elders, interviews, field trips, ewspapers)</p> <p>10. Makes jot notes to assist recall of the main idea(s) expressed by the speaker (examples in appendix)</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>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>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>14. Uses Boolean operators (and, or, but, not and quotation marks) in search engine to narrow or broaden search</p>		<p>guidance</p> <p>6. Responds to the information presented (e.g., written summary, 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>15. Begins to perform Internet searches using portals and directories (see Appendix)</p> <p>16. Uses copyright date to establish currency</p> <p>17. 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</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</p> <p>20. Continues to compare the features and relative merits and inadequacies of 2 or 3 sources (identify, evaluate, select, 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 vi) 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"> a) Clarifies importance of the AUP (Acceptable Use Policy: refer to appendix) b) Adheres to copyright laws (refer to appendix). c) Identifies fictitious websites d) Reviews the proper use of social networking tools (e.g., Facebook, Ning, Utube, etc.) 6. Engages in activities to understand that the accuracy and value of information will vary from 	<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 	<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, PhotoStory, 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, and 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

<p>site to site</p> <p>7. Compares and considers information from different sites</p> <p>8. Understands and respects copyright laws</p> <p>10. with teacher guidance develops a time management plan to meet deadlines independently</p>	<p>evaluating the accuracy and objectivity of information</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>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>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>12. Uses Boolean operators (and, or, but, not and quotation marks) in search engine to narrow or broaden search</p> <p>13. begins to perform Internet searches using metasearch engines and cluster search engines (see Appendix)</p>		<p><i>audio-visual strategies</i></p> <p><i>Communicate thoughts, ideas, and 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, spellcheck, 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>
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	<p>14. uses copyright date to establish currency</p> <p>15. establishes reliability 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</p> <p>17. Documents the source of the information obtained electronically (i.e., text, graphics, sound, video)</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> <p>10. Uses level of language and vocabulary appropriate to audience and purpose</p>
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