**DRAFT**

**Inquiry and Research Skills Scope and Sequence**

**Kindergarten**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** **Information** | **Presenting Information** |
| 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 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** | 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** | **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** | **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**  **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** |
| 1**. Identifies personal knowledge  related to a topic or experience**2. Brainstorms for prior knowledge  and vocabulary in large group **SSRCA pp.22-25**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** 5. Listens to factual information and  tells what has been learned by  answering who, what, when,  where, why, and how questions6. **Connects new text with prior  knowledge and experiences** **SSRCA p. 64**7. Recognizes the library has a  specific physical arrangement8. **Identifies the location of  nonfiction resources in the library**9. **Identifies the use of the student  computer catalogue in library** | **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**3. **Distinguishes the characteristics  and uses of secondary sources:** **i) non-fiction books & e-books** **ii) magazines (print & electronic)**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  **(Copyright Matters–see appendix**  **B)** | 1. **Uses advanced organizer to  record information** (key words  and/or pictures) **SSRCA p. 134**2. Develops group/class chart  categorizing information **SSRCA pp. 235-236**  | 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**3. **With teacher direction presents  information and ideas in  sentences using a frame. (Writes  short informational texts with  pictures.) (See example in  appendix B)**4. **Explores basic computer drawing  tools such as the paintbrush in  Microsoft Paint or other online**  **programs****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** |
| 1. Identifies personal knowledge  related to a topic or experience **SSRCA pp.22-25**2. **Brainstorms** for prior knowledge  and vocabulary in large group  and/or **small group SSRCA p. 66**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  advertisements4. 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** 5. Listens to factual information and  tells what has been learned by  answering who, what, when,  where, why, and how questions6. **With teacher direction identifies  information related to inquiry and  research needs**7. **Connects new text with prior  knowledge and experiences** **SSRCA p. 64**8. Identifies the location of  nonfiction resources in the library9. Identifies the use of the student  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 B)** [**mediasmarts.ca**](http://mediasmarts.ca) | 1. **With teacher direction** b**egins 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**4. **Begins to interpret diagrams,  maps and charts SSRCA p. 136  Strategy 14**5. Distinguishes the characteristics  and uses of **secondary sources**: i) non-fiction books ii) magazines (print) **iii) magazines (online - *Kidbits)***6. Respects Copyright:  Identifies **the title** and the page  number in a print text, or **website**  **(teacher-directed)** where information  is found **(Copyright Matters–see**  **appendix B)** | 1. **Uses advanced organizer at Gr. 2  level** to record information (key  words and/or pictures) **SSRCA p. 134**2. Develops group/class chart  **categorizing information needs**  using technology and media  products (posters, brochures,  pamphlet, CD, videos, etc.) **SSRCA pp. 235-236** | 1. Uses drama, pictures, sounds,  simple charts and graphs,  models, or drawings to represent  understanding of gathered  information2. **Writes short informative reports  when given help with organization  and/or using a frame (See  appendix B for example)**  **SSRCA pp. 235-240**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 **(see appendix B)**5. Shares and explains information to  familiar audiences, and answers  questions6. Listens attentively to others and  responds appropriately. (**See rubric in**  **Appendix B)**7. **Speaks in a clear voice with  appropriate volume and  expression, and at an  understandable pace** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 3**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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**2. **Brainstorms** for prior knowledge  and vocabulary in small groups  and/**or independently SSRCA p. 66**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** 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**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. 10. Reviews what has been learned  about fictitious websites11. Reviews online safety practices  **(Appendix B)** [**mediasmarts.ca**](http://mediasmarts.ca) | 1. **Recognizes fact and opinion,**  **main ideas and some supporting  details SSRCA p. 39** 2. With teacher assistance recognizes  key words in a research question3**. With teacher direction identifies  synonyms of key words  SSRCA p. 38** 4. Uses the i**ndex** and **table of  contents** of a reference resource to  locate information **SSRCA p. 198**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**6. Distinguishes the characteristics  and uses of **secondary sources**: i) non-fiction books ii) magazines (print) iii) magazines (online **– *Kidbits*)** **iv) encyclopedias (print and  online)**7. Continues to interpret and use **graphs,**  maps, and legends **SSRCA p. 136**8. Respects Copyright:  Writes the title of all sources, the  page number or URL of the source  and **the author** of the information  **(Copyright Matters–see**  **appendix B)**9. **Explores pre-selected Internet  sites** | 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**2. Learns how to write jot notes  following the model of the  teacher3. **Compares and contrasts** ideas  using an appropriate graphic  organizer following the model of  the teacher (e.g., **Venn diagram**)  **SSRCA p. 156**4. Draws and labels simple maps  and diagrams5. With teacher guidance practices  self-editing and proofreading | 1. Uses drama, pictures, sounds,  simple charts and graphs,  models, or drawings to represent  understanding of gathered  information2. **Writes short informative reports  (paragraph with topic sentence  and summary sentence) when  given help with organization**  **SSRCA pp. 235-240**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)** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 4**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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)** 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**4. **With teacher-guidance  formulates questions to aid in  finding relevant information**  **SSRCA pp. 85-86; 108-112**5.Continues to use online  catalogues to locate materials6. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (**Appendix B** [**http://mediasmarts.ca**](http://mediasmarts.ca)**)** i)Clarifies importance of the **AUP**  **(Acceptable Use Policy –**  **Appendix B)** ii)Is introduced to the meaning of  copyright laws **(Appendix B).** iii)Reviews what has been learned  about fictitious websites | 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**3. Uses components of reference  materials such as **glossary**,  index, table of contents to locate  information4. Skims to find words, phrases,  ideas, answers to specific  questions in any media 5. Selects relevant information **SSRCA**  **pp. 128-133** 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**: i) non-fiction books ii) magazines (print) iii) magazines (online – ***Kidbits*)** iv) encyclopedias (print and  online) **v) dictionaries, biographies,  atlases**9. **With teacher direction  distinguishes the characteristics**  **and uses of tertiary sources:** **i) fact books** 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. (Copyright**  **Matters – Appendix B)11. With teacher direction**  **documents the sources of  information obtained electronically  (e.g., texts, graphics, sound, video)** 12. Explores pre-selected websites 13. **With teacher direction begins to  compare the features, relative  merits, and inadequacies of 2  different sources when searching**  **for and choosing resources** | 1. Recalls, organizes and  summarizes information2. Uses organizers to develop and  arrange ideas at Gr. 4 level (e.g.,  pictures and/or key words) **SSRCA pp. 232-236**3. Continues to develop note-taking  skills **SSRCA pp. 232-236**4. Continues to organize information  and ideas in logical sequences5. Continues to draw and label  simple maps and diagrams6. Practises self-editing and  proofreading7. Uses peer- conferencing to revise  work  | 1. Shares findings with others  **SSRCA p. 213**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  paragraphs4. 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) |

**Inquiry and Research Skills Scope and Sequence**

**Grade 5**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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)**2. Brainstorms for prior knowledge  and vocabulary independently3. Sets purpose for listening such  as to hear what might be said  and to answer own questions **SSRCA pp. 21-22**4. With teacher-guidance formulates  questions to aid in finding relevant  information **SSRCA pp. 85-86; 108- 112**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 materials7. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (refer to  appendix)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 **8. With the help of the teacher  develops a time management  plan to meet deadlines** | 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**2. Skims and scans for key words  and phrases3. Selects relevant information **SSRCA  pp. 128-133**4. Recognizes point of view and  biases in visuals (pictures,  photographs, films, videos, etc.)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**9. Distinguishes the characteristics and  uses of **secondary sources**: i) non-fiction books ii) magazines (print) iii) magazines (online – *Kidbits*) iv) encyclopedias (print and  online) v) dictionaries, biographies,  atlases10. Distinguishes the characteristics  and uses of **tertiary sources**: i) fact books11. **With teacher direction** **uses  Boolean operators (and) in search  engine to narrow or broaden  search**12. **Begins to use copyright date  to establish currency (include  examples Appendix B)**13. Respects Copyright:  Writes the title of the information  source, the page number  the author and the date of  publication (**Copyright Matters –**  **Appendix B)**14.With teacher direction continues  to document the source of the  information obtained electronically  (e.g., text, graphics, sound, video)15. Continues to compare the  features, relative merits, and  inadequacies of 2 or 3 sources when  searching for and choosing  resources**16. With teacher guidance begins to  establish reliability or authenticity  by verifying authority (author)**  **(Appendix B)** | 1. Use organizers to develop and  arrange ideas at Gr. 5 level (e.g.,  headings and key words) **SSRCA pp. 232-236** 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**3. **With teacher guidance begins to  summarizes main points and  records information in  own words SSRCA pp. 232-236**4. **With teacher direction recognizes  gaps in information gathered and  locates additional information  needed for a particular form,  audience, or purpose** | 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**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  presentations6. 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’  gestures, showing attentive body  language) |

**Inquiry and Research Skills Scope and Sequence**

**Grade 6**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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)** 2. Brainstorms for prior knowledge  and vocabulary independently3. **Formulates questions to aid in  finding relevant information  SSRCA pp. 85-86; 108-112**4. Is guided through the research  project giving consideration to : 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 materials6. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian **(Appendix B** [**http://mediasmarts.ca**](http://mediasmarts.ca)**)**a) Clarifies importance of the  **AUP (Acceptable Use Policy:  Appendix B)**b) Reviews the meaning of  copyright laws (**Appendix B**  **Copyright Matters).**c) Reviews what has been learned  about fictitious websitesd) **Is introduced to the proper use  of social networking tools  (e.g., Facebook, texting,**  **Youtube, etc.)**7. **Begins to understand that the  accuracy and value of information  will vary from site to site**9. **Begins to compare and consider  information from two sites** 10. With the help of the teacher  develops a time management  plan to meet deadlines | 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**2. Skims and scans for key words  and phrases3. Selects relevant information **SSRCA pp. 128-133****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 effect6. Interprets and uses graphs, tables,  maps, grids, scales, legends7. 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  speaker9. Distinguishes the characteristics  and uses of **primary sources:** i) surveys ii) emails iii) interviews iv) autobiographies10. 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,  atlases11. Distinguishes the characteristics  and uses of **tertiary sources:** i) fact books ii) specialized encyclopedias12. **With teacher direction** u**ses  Boolean operators (and, quotation  marks) in search engine to narrow  or broaden search**13. Uses copyright date to  establish currency **(Appendix B –**  **Copyright Matters)**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)**15. Documents the source of the  information obtained electronically  (i.e., text, graphics, sound, video)16. Continues to compare the  features, relative merits, and  inadequacies of 2 or 3 sources (identify, evaluate, choose)17. With teacher guidance continues  to establish reliability or authenticity  by verifying authority (author) | 1. Uses organizers to develop and  arrange ideas **SSRCA pp. 232-236**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**3. Summarizes main points and  records information in own words **SSRCA pp. 232-236** 4. With teacher direction recognizes  gaps in information gathered and  locates additional information  needed for a particular form,  audience, or purpose | 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**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  presentations7. Responds to the information  presented (e.g., written summary,  questions, reactions).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)9. **With teacher guidance uses level of  language and vocabulary  appropriate to audience and  purpose** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 7**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting  ideas using prior knowledge,  predictions, connections,  inferences, and visual cues 2. Brainstorms for prior knowledge  and vocabulary independently3. Formulates questions to aid in  finding relevant information  **SSRCA pp. 85-86; 108-112**4. Is guided through the research  project giving consideration to : 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 materials6. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (Appendix B –  [**http://mediasmarts.ca**](http://mediasmarts.ca))a) Clarifies importance of the  **AUP (Acceptable Use Policy:  Appendix B**)b) Reviews the meaning of  copyright laws (**Appendix B**).c) Identifies fictitious websitesd) Reviews the proper use of  social networking tools (i.e.  Facebook, texting,Twitter,  Youtube, etc.) 8. **With teacher direction engages in  activities to understand that the  accuracy and value of information  will vary from site to site**9. Compares and considers  information from two to three  different sites10. With the help of the teacher  develops a time management  plan to meet deadlines | 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**2. Matches reading rate (eg.  skimming, scanning, careful  reading ) to specific purpose and  difficulty of reading material3. Selects relevant information **SSRCA pp. 128-133**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**7. Continues to recognize  fact and opinion; distinguishes  between cause and effect8. Continues to interpret and use  graphs, tables, maps, grids,  scales, legends9. Answers inquiry or research  questions using a variety of oral  information sources (e.g. Elders,  interviews, field trips, newspapers)10. Makes jot notes to assist recall of  the main idea(s) expressed by  the speaker11. Distinguishes the characteristics  and uses of **primary sources**: i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies12. 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,  atlases13. Distinguishes the characteristics  and uses of **tertiary sources:** i) fact books ii) specialized encyclopedias iii) almanacs, chronologies  (timelines), specialized  dictionaries14. Uses **Boolean operators** (and, or,  and quotation marks) in  search engine to narrow or  broaden search15. Uses copyright date to  establish currency **(Copyright**  **Matters – Appendix B)**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 (**Appendix B)**17. **With teacher direction includes in-  text citations**18. Documents the source of the  information obtained electronically  (e.g., text, graphics, sound, video)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)20. With teacher guidance continues  to establish reliability  or authenticity by verifying  authority (author) | 1. Uses organizers to develop and  arrange ideas at Gr. 7 level  **SSRCA pp. 232-236**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**3. Summarizes major ideas  records information in own words **SSRCA pp. 232-236**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  | 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**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  presentations9. Responds to the information  presented (e.g., written summary,  questions, reactions)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)11. Uses level of language and  vocabulary appropriate to  audience and purpose |

**Inquiry and Research Skills Scope and Sequence**

**Grade 8**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting  ideas using prior knowledge,  predictions, connections,  inferences, and visual cues  **SSRCA pp. 64-66** 2. Brainstorms for prior knowledge  and vocabulary independently3. Formulates questions to aid in  finding relevant information  **SSRCA pp. 85-86; 108-112**4. Is guided through the research  project giving consideration to : 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 materials6. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (refer to  appendix)a) Clarifies importance of the  AUP (Acceptable Use Policy:  refer to appendix)b) Adheres to the copyright laws  (refer to appendix)c) Identifies fictitious websitesd) Reviews the proper use of  social networking tools (e.g.,  Facebook, Ning, Utube, etc.) 7. **With teacher direction engages in  activities to understand that the  accuracy and value of information  will vary from site to site**8 Compares and considers  information from different sites9. With the help of the teacher  develops a time management  plan to meet deadlines | 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**2. Matches reading rate (e.g.,  skimming, scanning, careful  reading ) to specific purpose and  difficulty of reading material3. Selects relevant information **SSRCA pp. 128-133**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 information6. Recognizes the main ideas and  supporting details  **SSRCA pp. 127-133**7. Continues to recognize fact and opinion; distinguishes  between cause and effect8. Continues to interpret and use  graphs, tables, maps, grids,  scales, legends9. Answers inquiry or research  questions using a variety of oral  information sources (e.g., Elders,  interviews, field trips,  newspapers)10. Makes jot notes to assist recall of  the main idea(s) expressed by the  speaker (examples in appendix) **SSRCA pp. 233-236**11. Distinguishes the characteristics  and uses of primary sources: i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies12. Distinguishes the characteristics  and uses of secondary sources: i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and  editorials v) encyclopedias (print and  online) vi) dictionaries, biographies,  atlases13. Distinguishes the characteristics  and uses of tertiary sources: i) fact books ii) specialized encyclopedias iii) almanacs, chronologies  (timelines),  iv) specialized dictionaries14. Uses Boolean operators (and, or,  **but, not and quotation marks**) in  search engine to narrow or  broaden search15. Uses copyright date to  establish currency16. 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 17. Documents the source of the  information obtained electronically  (e.g., text, graphics, sound, video)18. **With teacher assistance includes  in-text citations**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)20. Continues to establish reliability  or authenticity by verifying  authority (author) | 1. Uses organizers to develop and  arrange ideas at Gr. 8 level  **SSRCA pp. 232-236**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**3. Summarizes major ideas and records information in own words **SSRCA pp. 232-236**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 | 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**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 sentence5. Uses word processing skills which  include:  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, thesaurus6 Identifies intent and appeal of  audio-visual supports (e.g., charts,  poster, model) used to enhance  presentations7. Responds to the information  presented (e.g., written summary,  questions, reactions).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)9. Uses level of language and  vocabulary appropriate to  audience and purpose |

**Inquiry and Research Skills Scope and Sequence**

**Grade 9**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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 : 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 materials5. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (refer to  appendix) i) Clarifies importance of the AUP  (Acceptable Use Policy:  refer to appendix) ii) Adheres to the copyright laws  (refer to appendix) iii) Identifies fictitious websites iv) 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  site to site7. Compares and considers  information from different sites8. Continues further development of a  time management plan to meet  deadlines independently | 1. Uses a variety of tools (e.g.,  table of contents, index,  chapter headings, guide  words) to access information  and ideas2. Matches reading rate (e.g.,  skimming, scanning, careful  reading ) to specific purpose and  difficulty of reading material3. Selects relevant information;  recognizes the main ideas and  supporting details **SSRCA pp. 127-133**4. With teacher guidance recognizes  any underlying biases, stereotypes |  or prejudices in texts; the use of bias,  stereotyping, emotional persuasion,  and propaganda in visuals5. Listens for a variety of  purposes including to gather  information, to form an opinion6. 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 texts8. Continues to interpret and use  graphs, tables, maps, grids,  scales, legends9. Answers inquiry or research  questions using a variety of oral  information sources (e.g. Elders,  interviews, field trips, newspapers)10. Makes jot notes to assist recall of  the main idea(s) expressed by  the speaker (examples in  appendix)11. Distinguishes the characteristics  and uses of primary sources i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies12. Distinguishes the characteristics  and uses of secondary sources: i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and  editorials v) encyclopedias (print and  online) vi) dictionaries, biographies,  atlases13. Distinguishes the characteristics  and uses of tertiary sources: i) fact books ii) specialized encyclopedias iii) almanacs, chronologies  (timelines), specialized dictionaries14. Uses Boolean operators (and, or,  but, not and quotation marks) in  search engine to narrow or  broaden search15. Begins to perform Internet  searches using portals and  directories (see Appendix)16. Uses copyright date to  establish currency17. 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 18. Documents the source of the  information obtained electronically  (e.g., text, graphics, sound, video)19. **With teacher assistance includes  in-text citations**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)21. Continues to establish reliability or  authenticity by verifying authority  (author) | 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**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**3. With teacher direction  generates original ideas,  supported by research and the  ideas of credible sources, in order  to arrive at solutions to problems4. 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** | 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**2. Chooses appropriate media and  format for purpose, audience,  and situation3. Revises final drafts to ensure that  compositions have effective  beginning, adequately developed  middles, and appropriate  conclusions4. Uses word processing skills which  include:  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, thesaurus5. Identifies intent and appeal of  audio-visual supports (e.g., charts,  poster, model) used to enhance  presentations and chooses  appropriate medium with teacher  guidance6. 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 speaker’s  gestures, showing attentive body  language)8. Uses level of language and  vocabulary appropriate to  audience and purpose |

 **Inquiry and Research Skills Scope and Sequence**

**Grades 10 - 12**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 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 : 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 materials5. Reviews online safety with an  activity facilitated by the teacher  and or teacher-librarian (refer to  appendix)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  site to site7. Compares and considers  information from different sites8. Understands and respects  copyright laws10. With teacher guidance develops a  time management plan to meet  deadlines independently | 1. Listens for a variety of  purposes including to gather  information, to form an opinion2. Matches reading rate (eg.  skimming, scanning, careful  reading ) to specific purpose and  difficulty of reading material for  required information3. **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 opinion5. 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 details6. Modifies primary question, revises  topic and research strategies as  needed7. With the assistance of the teacher  begins to develop criteria for  evaluating the accuracy and  objectivity of information8. **Recognizes the need to locate a  variety of sources representing a  range of views**9. Distinguishes the characteristics and  uses of primary sources: i) newspaper articles ii) surveys iii) emails iv) interviews iv) autobiographies10. Distinguishes the characteristics  and uses of secondary sources: i) non-fiction books ii) magazines (print) iii) magazines (online) iv) newspaper articles and  editorials v) encyclopedias (print and  online) vi) dictionaries, biographies,  atlases11. Distinguishes the characteristics  and uses of tertiary sources: i) fact books ii) specialized encyclopedias iii) almanacs, chronologies  (timelines), specialized dictionaries12. Uses Boolean operators (and, or,  but, not and quotation marks) in  search engine to narrow or  broaden search13. Begins to perform Internet  searches using meta-search  engines and cluster search  engines (see Appendix)14. Uses copyright date to  establish currency 15. Establishes reliability  or authenticity by verifying  authority (author)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**17. Documents the source of the  information obtained electronically  (i.e., text, graphics, sound, video) | 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 communicated2. Makes jot notes to assist recall of  the main idea(s) expressed by the  author; paraphrases and  summarizes major ideas3. With teacher direction generates  original ideas, supported by  research and the ideas of credible  sources, in order to arrive at  solutions to problems4. 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  | 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  tools2. **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 *Communicate thoughts, ideas, and*  *feelings for a specific audience and*  *purpose through a radio script, an*  *advertisement, or a photo essay* ***ELA B30*** *– Present information on a* *topic with class members in a planned* *and focused group session using a* *variety of audio-visual strategies* *Communicate thoughts, ideas, and*  *feelings using two or more media* *Deliver a multi-media presentation for a*  *specific audience and purpose (e.g., to*  *inform, to influence, to entertain*3. If a report is the final product,  prepares a final copy using  appropriate conventions of  publication (e.g., title page,  references)4. States a topic sentence clearly  and limits the content to pertinent  material5. Develops ideas rather than just  restating them.6. Uses word processing skills which  include:  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, thesaurus7. Identifies intent and appeal of  audio-visual supports (e.g., charts,  poster, model) used to enhance  presentations and chooses  appropriate medium with teacher  guidance8. Responds to the information  presented (e.g. written summary,  questions, reactions).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)10. Uses level of language and  vocabulary appropriate to  audience and purpose |