**Information Literacy**

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| **Unit Description:** Information Literacy is the set of skills needed to find, retrieve, assess and use information for problem solving.  **Aims- students will be able to:**  . safely, appropriately and ethically use and share information  · determine their information needs  · recognise relevant information  · solve problems  · effectively communicate the results of their research | **Resources:**  - Blaxland High School Virtual Library [www.blaxlandhighlibrary.com](http://www.blaxlandhighlibrary.com)  - <https://www.commonsensemedia.org/> ; <https://infogr.am/>  - [www.cybersmart.gov.au](http://www.cybersmart.gov.au) ; <https://www.smore.com/>  - [https://bubbl.us/Mindmap](https://bubbl.us/mindmap) ; <http://www.dogpile.com/>  - [www.delicious.com](http://www.delicious.com) ; <http://www.powtoon.com/>  - [www.goanimate.com](http://www.goanimate.com) ; <http://www.weebly.com>  - [www.citethisforme.com](http://www.citethisforme.com)  - Issues in Society – Spinney Press |
| **Targeted Outcomes:**  **General Capabilities** (cf. Appendix)  Information and Communication Technology (ICT) Capability:  ICT.1 - Applying social and ethical protocols and practices when using ICT  ICT.2 - Investigating with ICT  ICT.3 - Creating with ICT  ICT.4 - Communicating with ICT  ICT.5 - Managing and operating ICT  Critical and Creative Thinking Capability:  CCT.1 - Inquiring – identifying, exploring and organising information and ideas  CCT.2 - Generating ideas, possibilities and actions  CCT.3 - Reflecting on thinking and processes  CCT.4 - Analysing, synthesising and evaluating reasoning and procedures  Personal and social capability:  PS.1 - Self-awareness  PS.2 - Self-management  PS.3 - Social awareness  PS.4- Social management  Ethical Understanding Capability  EU.1 - Understanding ethical concepts and issues  EU.2- Reasoning in decision making and action  EU.3-Exploring values, rights and responsibilities | **Differentiation:**  - students who have vision and/or auditory limitations are seated at the front of the class - student with poor vision may require a hardcopy in large print if they still have difficulty seeing text on SmartBoard  - verbal instructions supported with written for students with auditory limitations  -students with poor literacy, fine motor skills, dyslexia, ADD, ADHD, autism, apraxia can be provided with hard copies of tasks in large print and on coloured paper  - students can be provided with hard copy scaffolds or alternative closed passage instead of copying from board  - use of ICT for visual/spatial, kinaesthetic learners  - images, graphics, multimedia, charts, video, ICT etc to appeal to visual/spatial learners  - use of think, pair, share and collaborative activities for interpersonal learners  - use of class discussion for verbal/linguistic learners  - use of self-reflection for intrapersonal learners  - choice of task topics for students  - use of graphic organisers to help student **understanding of relationships and connections between ideas and concepts**  - use of extension / enrichment activities for 7X and other capable students |

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| **Introduction to Information Literacy (IL)**  **Focus questions: What is Information Literacy and what does it entail? Why is IL important in the digital age?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment:**  **(AOL) Asst of learning**  **(AFL) Asst for learning**  **(AAL) Asst as learning** |
| - What the subject information literacy entails  - the importance of being information literate in the digital age | - Identify elements of information literacy and apply to own information experiences  - outline ways Information Literacy skills can be applied in school and for lifelong learning | - Students copy ‘Today we will:’ from SmartBoard  - Students shown image - *Online Information like a fire hydrant* - Teacher Questioning/Class discussion How is a fire hydrant like searching online?  - students watch short ‘*Infowhelm’* video – discuss the incredibly vast amount of online information available  - Discuss definition of Information Literacy - *Information Literacy is the set of skills needed to find, retrieve, assess and use information for problem solving.* [*http://www.blaxlandhighlibrary.com/information-literacy.html*](http://www.blaxlandhighlibrary.com/information-literacy.html)  - How does it relate to image? How does it relate to problem solving?  Activity -Think, Pair, Share can students provide examples of how they might *“find, retrieve, assess and use information for problem solving”* both in and outside of school  - Students invited to share their ideas and teacher completes a Mind Map on the SmartBoard using student contributions (teacher questioning/class discussion as needed to draw out student thinking)  - Students copy Mindmap in books  - Activity - students complete a title page for IL exercise book based on understanding of the concept of IL  - ICT Activity -Online survey/quiz/pre-test to determine students’ knowledge base of Information Literacy and digital citizenship  Exit ticket – using online survey - *How is online information like a fire hydrant?* <http://www.blaxlandhighlibrary.com/year-7-information-literacy.html>  [ Extn / Enrich Activity / 7X - students create Concept Map directly from Think, Pair, Share activity.] | ICT.5  CCT.2  CCT.3  PS.1  1.3 Problematic Knowledge  1.6 Substantive Communication  3.1 background knowledge  3.3 Knowledge integration  3.6 Connectedness | **AOL** - exit ticket ; bookmark for title page & Mindmap  **AFL**- Online survey, teacher monitors students knowledge base in class discussions, exit ticket  **AAL** - Online survey - students are self assessing, exit ticket  **[Teacher to adjust program and/or revise concepts as a result of ongoing assessment]** |
| **Digital Citizenship - introduction**  **Focus question: What is a digital citizenship? What does it involve?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - what digital citizenship involves  - range of digital habits | - outline elements involved in digital citizenship  - identify benefits and consequences of the use of digital media by individuals, groups and communities  - explain the impact of the use of ICT on society | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: Provide some examples of ways you might find, retrieve, assess and use information.  - class discussion/questioning to explore the concept of *Digital Citizenship –* What is a citizen ? What is Digital Citizenship? What might this involve?  - examine an accepted definition – discuss  - Students shown *Our Connected Culture* video from <http://www.blaxlandhighlibrary.com/digital-citizenship.html>  - class discussion/Teacher questioning of message in video – How can we be responsible digital citizens?  - Activity – Students create a Mindmap of elements related to Digital Citizenship [Extn / Enrich activity - 7X students create a more complex Concept Map that identifies relationships between concepts involved in Digital Citizenship]  - Activity - Exit ticket - Identify four concepts relating to digital citizenship | ICT.1  CCT.2  PS.3  PS.4  1.2 Deep Understanding  1.3 Problematic Knowledge  1.4Higher Order Thinking  2.4 Social Support  3,1 Background knowledge  3.3 Knowledge Integration  3.5 Connectedness | **AOL -** bookmark for Mindmap ; exit ticket  **AFL** - teacher monitors discussion to provide guidance ; clarify and provide feedback ; teacher monitors group work and provides guidance as needed ; exit ticket  **AAL** - reflecting on own digital habits ; exit ticket |
| **Digital Citizenship – Our Digital Media Habits**  **Focus question: What are our personal digital media habits? Do our habits reflect a balanced lifestyle?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - wide variety of digital media used today  - the effect of digital media use on society | - analyse and reflect on own digital habits  - identify and evaluate pros and cons of own digital habits  - describe the impact of digital media on society | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question – Describe the aspects of a responsible digital citizen  - Teacher questioning/class discussion – What are some examples of digital media? How do we use it? What is the effect of digital media on society? How much time is spent using digital media?  - students shown ‘*Our digital life’* video from <http://www.blaxlandhighlibrary.com/introduction---our-digital-life.html> discuss video message  Activity - Think/pair/ share –how can we be responsible digital citizens? Teacher creates Mindmap on SmartBoard from students responses  - students shown *Our Connected Culture* video <http://www.blaxlandhighlibrary.com/introduction---our-digital-life.html>  - class discussion/ teacher questioning what is digital media? How do we use it?  Activity - students work in groups to analyse their personal digital habits using worksheet scaffold to determine their digital media use on various media and the time spent each week on these  - speaker from each group summarises results  - class discussion evaluating implications of our digital media use – Do our habits reflect a balanced lifestyle?  Activity- students create column graphs depicting the time spent on various digital media [Extn / Enrich Activity 7X students also create a table from the created graph]  - Exit ticket - Identify four types of digital media | ICT.1  ICT. 5  EU.3  1.1 Deep Knowledge  1.3 Problematic Knowledge  1.4 Higher Order Thinking  2.4 Social Support  2.5 Self Regulation  3.1 Background Knowledge  3.3 Knowledge Integration  3.5 Connectedness | **AOL -** bookmark for Graph ; exit ticket  **AFL** - teacher monitors discussion to provide guidance ; clarify and provide feedback ; teacher monitors group work and provides guidance as needed ; exit ticket  **AAL** - self assessment -reflecting on own digital habits ; exit ticket |
| **Digital Citizenship – Copyright and Fair Use**  **Focus questions: What are the ethical considerations regarding piracy and breaches of copyright laws? How can we comply with Copyright and Fair Use?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - copyright laws  - copyright and fair use compliance and requirements | - evaluate the ethical considerations regarding downloading and sharing online  - identify requirements to comply with copyright and fair use | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: Identify four types of digital media  -teacher questioning/class discussion: Define Ethics, What does ethical online practice involve? How does it relate to digital citizenship? What is piracy? Why is this unethical?  - Class discussion When is it okay to share and download online?  - Students watch ‘Copyright and fair use’ video from <http://www.blaxlandhighlibrary.com/copyright-and-fair-use.html>  – students are advised of question before watching. Can you identify the main points of the video? Class discussion answering question  - ICT Activity - students work in pairs to create a Mindmap using Web 2.0 tool [www.bubbl.us.con](http://www.bubbl.us.con) - ***How to Comply with Copyright and Fair Use*** - students export to save file to attach file in email to teacher – student’s work then uploaded and shared on BHS Virtual Library  - teacher first models use of Bubbl.us on SmartBoard | ICT.1 ; ICT.3 ICT.4 ; ICT.5  CCT.2 ; CCT.4  PS.3 ; PS.4  EU.1 ; EU.2  EU3  1.1 Deep knowledge  1.2 Deep Understanding  1.3 Problematic Knowledge  1.6 Substantial Communication  2.2 Engagement  3.3 Knowledge Integration | **AOL**- Mindmap  **AFL** - teachers monitors class discussion, provides clarification and feedback as required ; feedback on Mindmap  **AAL** - paired Mindmap activity encourages self and peer evaluation |
| **Digital Citizenship – Plagiarism and Referencing**  **Focus Question: How and why might students plagiarise? What are the consequences of Plagiarism? How can we avoid plagiarism? How can we properly reference or cite our sources using the APA Method?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - what constitutes plagiarism  - ways to avoid plagiarism  - how we should reference | - explain why and how students may plagiarise  *-* describe the consequences of plagiarism  - explain ways to avoid plagiarism | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: How can we comply with Copyright and Fair Use?  - class discussion/teacher questioning – what is plagiarism?  - students watch video on Plagiarism and Referencing from <http://www.blaxlandhighlibrary.com/plagiarism.html>  - class discussion/teacher questioning – What constitutes plagiarism, How can we avoid plagiarism? How do we reference?  - Teacher models how to reference various sources: books, webpages, videos, images using [www.citethisforme.com](http://www.citethisforme.com)  - students take notes from SmartBoard and copy citethisforme URL  - ICT Activity – students practice using [www.citethisforme.com](http://www.citethisforme.com)  - Activity – students create a poster on how to avoid plagiarism  [Extn / Enrich Activity 7X create poster using M.O. Publisher and email to teacher to publish on Blaxland High’s Virtual Library page] | ICT.1 ; ICT.3 ; ICT.4 ICT.5 ; CCT.2 CCT.4 ; PS.3 ; PS.4  EU.1 ; EU.2 ; EU3  1.1 Deep knowledge  1.2 Deep Understanding  1.3 Problematic Knowledge  1.6 Substantial Communication  2.2 Engagement  3.3 Knowledge Integration | **AFL** - teachers monitors class discussion, provides clarification and feedback as required ; feedback on poster  **AOL** - Poster ; exit ticket  **AAL** - Poster encourages self evaluation ; exit ticket |
| **Digital Citizenship - Cybersafety**  **Focus Questions: How can we stay safe online? How can we protect others?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - online dangers  - cybersafety /safe online habits | - identify online dangers  - describe how to stay safe online by managing security protocols | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: How can we avoid plagiarism  - class discussion/ teacher questioning What is Cybersafety? What does it involve?  *-* students watch videos on *Online safety* and from <http://www.blaxlandhighlibrary.com/cybersafety.html>  Activity - brainstorm/Mindmap/teacher questioning ways to stay safe online (*re: password security, not disclosing personal information, not displaying personal photographs, security settings on SNS and devices, only interacting with people you already know)*  - students copy created Mindmap in books  - ICT Activity - Students work in pairs to create a Powtoon video on *How to stay safe online using* [*http://www.powtoon.com/*](http://www.powtoon.com/)  - students provided with rubric of criteria for Powtoon video on Online Safety [Extn Activity 7X given more challenging criteria for video]  *-* teacher first models how to use Powtoon and how to publish. Students’ creations are uploaded to BHS Virtual Library | ICT.1 , ICT.3  ICT.5 , PS.3  EU.2  1.1 Deep knowledge 1.3 Problematic knowledge  1.4 Higher Order Thinking  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  3.1 Background knowledge  3.3 Knowledge integration  3.5 Connectedness | **AOL** - bookmark of created Mindmap ; assessment of created Powtoon video against rubric  **AFL -** monitoring discussion to provide guidance, clarify and provide feedback ; feedback of Powtoon video  **AAL** - paired activity encourages self and peer assessment against rubric |
| **Digital Citizenship - Cyberbullying**  **Focus Questions: What is Cyberbullying? What are the effects of Cyberbullying? What we can do to report and prevent Cyberbullying? What Australian laws and school policies are in place to deal with Cyberbullying?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - laws and policies addressing Cyberbullying  - strategies to deal with and report Cyberbullying | - identify when policies and laws are being breached  - analyse the effects of Cyberbullying  - describe ways to deal with Cyberbullying  - identify people and organisations who can help | - students copy ‘Today we will: from SmartBoard  - students answer revision question: How can we stay safe online?  - class discussion/teacher questioning about Cyberbullying and its effects  - students watch Cyberbullying video from <http://www.blaxlandhighlibrary.com/Cyberbullying.html> followed by further class discussion/teacher questioning regarding school policy and laws & how to deal with Cyberbullying and how to report it – Teacher writes student responses on SmartBoard  - ICT Activity- students work in pairs to create a infographic detailing ‘What to do if you are Cyberbullied’ using <https://infogr.am/>  - Teacher models use of infogr.am provides rubric for marking criteria of Infographic [Extn Activity 7X students are given more challenging criteria of inclusions in Infographic]  - student creations are uploaded to BHS Virtual Library  - peer assessment of other’s Infographic based on rubric | ICT.1 ; ICT.3 ; ICT.4 ; CCT.2 ; CCT.3 ; CCT.4 ; PS.1 ; PS.3 ; PS.4 ; EU.1 ; EU.2 ; EU.3  1.2 Deep understanding  1.3 Problematic Knowledge  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  3.3 Knowledge integration  3 .4 Inclusivity  3.5 Connectedness | **AOL** - Mark for Cyberbullying infographic based on rubric  **AFL**- teacher monitors students knowledge base in class discussions, and during creation of Infographic and provides feedback  **AAL** - peer assessment/self assessment of Infographic |
| **Digital Citizenship – Digital Footprint**  **Focus Questions – What is a digital footprint? Why is it important? How can we manage our digital footprints? How can we create a positive personal brand or online footprint?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - What is a Digital Footprint?  - The importance of managing our digital footprint to reflect ourselves in a positive light  - Ways to create a positive personal brand | - analyse aspects of our digital footprint  - evaluate why it is important to have a positive digital footprint  - identify and describe ways to manage our digital footprint | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: Identify steps to take if someone Cyberbullied  - class discussion/Teacher questioning What is a digital footprint?  - analysis of Digital Footprint definition - class discussion/teacher questioning  - students watch *Our Digital Dossier* video from <http://www.blaxlandhighlibrary.com/digital-footprint.html>  - class discussion of the ways our digital footprint builds over time, how does our digital footprint affect our reputation?  *-* Students watch video *Internet Danger - Everyone Knows Sarah* from  <http://www.blaxlandhighlibrary.com/digital-footprint.html>  - class discussion/teacher questioning on why it is important to manage our online reputation or personal brand  - class watches *Practice Safe Sharing – Your Online Reputation* video from <http://www.blaxlandhighlibrary.com/digital-footprint.html>  - Activity Think, Pair, Share – on ways to manage our Digital Footprint  - teacher creates Mindmap from student responses on SmartBoard  - students copy Mindmap in books  - ICT Activity - students work in groups to create a poster on ways to manage our Digital Footprint using [www.smore.com](http://www.smore.com)  - teacher models use of Smore and provides a marking rubric for poster  - teacher uploads posters to BHS Virtual Library [Extn Activity 7X students given more challenging criteria for poster]  ICT Activity- Students complete online quiz Digital Footprint | ICT.1 ; ICT.3 ; ICT.4  CCT.1 ; CCT.3 ; EU.1 ; EU. 2 ; EU.3  PS.3 ; PS.4  1.2 Deep understanding  1.3 Problematic knowledge  1.4 Higher order thinking  2.1 Explicit quality criteria  2.3 Engagement  2.4 Social Support  3.1 Background knowledge  3.3 Knowledge integration  3.5 Connectedness  3.6 Narrative | **AOL** - Mark for Digital Footprint poster based on rubric ; online quiz  **AFL**- teacher monitors students knowledge base in class discussions, and during creation of poster providing feedback and guidance as needed ; online quiz  **AAL** - peer assessment/self assessment of poster against rubric ; online quiz |
| **Introduction to the Research Process**  **Focus questions – What are the elements of the Research Process? How does this relate to Information Literacy?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - breaking a Research process into manageable chunks or stages  - the steps involved in a Research Process  - the uses of a Research Process  - how this relates to Information Literacy | - recognise research as a process  - outline the steps of a Research Process  - describe what might be involved in each step  - explain how this might be useful for school and life outside school | - students copy ‘Today we will:’ from SmartBoard  - students answer revision question: Identify 4 ways we can manage our Digital Footprint  Teacher questioning/class discussion – *How do you go about doing an assessment task or project? Name all the steps you use*.  - teacher creates a flow chart using student’s responses on SmartBoard.  -Teacher shows concept map of Research Process with various stages of the process i.e. ***initiate, locate, select, organise, present, assess***  from [*http://www.blaxlandhighlibrary.com/research-process.html*](http://www.blaxlandhighlibrary.com/research-process.html)  - Class discussion: What benefits might there be of using a scaffold like this? - *When might this be useful – in school – in life outside school?*  - teacher writes student responses on SmartBoard  - students shown how to access Research Process scaffolds at <http://www.blaxlandhighlibrary.com/research-process.html>  - class re-examines Information Literacy definition from earlier lesson – Class discussion/teacher questioning - How does the definition relate to the Research Process?  - Activity - students copy concept map of stages of Research Process into books across two pages [G.O. will be added to in subsequent lessons)  - Activity - Exit ticket - *Provide some examples of when you might use and information Research Process at school or at home*  - Class advised that Research Process will be examined in depth over next few lessons | ICT.2  ICT.5  CCT.2   * 1. Deep Knowledge   1.4 Higher Order Thinking  1.5 Metalanguage  1.6 Substantial Communication  2.1 Explicit Quality Criteria  3.3 Knowledge integration  3.4 Inclusivity  3.6 Connectedness | **AOL** - Exit ticket  **AFL** - teacher monitors students understanding in the course of class discussions and questioning, clarifying and providing feedback as required ; exit ticket  **AAL** - self evaluation using exit ticket |
| **The Research Process – First stage: Initiate**  **Focus questions – What are the guiding questions of the Initiate stage? How can we address the guiding questions? How does this relate to Information Literacy? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - the first stage of a Research Process: Initiate  - questions that we need to address at the initiate stage  - strategies to address the questions  - Information Literacy skills employed at the Initiate stage | - identify questions to ask at the initiate stage  - explore strategies to help address questions in Initiate stage  - identify and label the various Information Literacy skills used to address questions at the initiate stage | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the 6 stages of a Research process?  - teacher questioning/ class discussion – What sort of questions might we need to ask at this stage?  - teacher explores questions needed to be asked at this stage: *What is my purpose? What do I need to know for this task? What are the keywords and ideas of the topic?*  - teacher models how one would work through the first stages and answering the stage questions for a Sample Topic of *Body Image* for a PDHPE assessment task and accompanying rubric  [The task requires students to: define the topic, describe the topic or issue, explain and analyse the causes and effects of the issue, explain and evaluate main approaches used to address the issue and suggest the best approach]  - Teacher models how to address first two questions using KWL chart for Sample Topic using class input  - teacher models creating a Mindmap to determine keywords and ideas for Sample Topic using student input  - Activity - students copy created KWL and Mindmap from SmartBoard  - teacher questioning class discussion to identify relevant Information Literacy skills employed as class works through the Guiding Questions  - teacher shows slideshow to explain the Research River analogy and the thoughts, actions and feelings associated with each stage of the process. Teacher outlines the possible ‘dip’ or students experience at the select and organise stages and how we should work through these feelings  - students add main concepts of this stage to concept map created last lesson  - Exit ticket – What questions do we need to ask at the Initiate Stage of a Research Process? How can we address those questions? | CCT.1 ; CCT.2 ; CCT.3 ; CCT.4  PS.2  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  3.2 Cultural knowledge  3.1 Background knowledge  3.3 Knowledge integration | **AOL** – Exit ticket  **AFL** – Exit ticket; teacher monitors students understanding in the course of class discussions and questioning, clarifying and providing feedback as required  **AAL** – self evaluation in answering Exit ticket question |
| **The Research Process – Second Stage: Locate**  **Focus questions – What are the guiding questions for this stage? How can we address the guiding questions for this stage? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - second stage of Research Process: Locate  - questions that we need to address at the Locate stage  - strategies to address the questions  - Information Literacy skills employed at the Locate stage  - Boolean advances online searches  - more powerful search engine - Dogpile | - identify questions to ask at the Locate stage  - explore strategies to help address questions in Locate stage  - identify and label the various Information Literacy skills used to address questions at the Locate stage  - perform advanced Boolean online searches  - use dogpile.com | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What questions do we need to ask at the Initiate Stage of a Research Process? How can we address those questions?  - Introduce second stage of Research Process: Locate. Teacher explains that stages of the process can often overlap.  - teacher questioning/ class discussion – What sort of questions might we need to ask at the Locate stage?  - teacher explores questions needed to be asked at this stage: **What do I already know? What do I still need to find out?** How can I locate information on my topic? **What types of sources should I use?**  **Students watch video on Locate stage from** <http://www.blaxlandhighlibrary.com/locate.html>  **- class discussion/ teacher questioning How would we answer the first two questions What do I already know? What do I still need to find out?** **based on our KWL from last lesson**  - Activity -Think, Pair, Share activity: For our Sample Topic of *Body Image* how would we answer questions: How can I locate information on my topic? **What types of sources do should I use?**  - Students share findings, teacher writes more sophisticated responses on SmartBoard + class discussion/ teacher questioning on primary verses secondary sources  - teacher questioning/class discussion on Information Literacy skills employed at Locate stage  - students copy responses in books  - Teacher models tools and techniques to narrow our online searches using keywords, ascertained from last lesson on Initiate stage, for online searches and searches for books in BHS library using inquiry terminals  - Teacher demonstrates how to narrow our online searches for our Sample topic by using the more powerful search engine Dogpile  [www.dogpile.com](http://www.dogpile.com) and using advanced Boolean searches.  - ICT Activity – students practice performing advanced Boolean searches using keywords for our Sample Topic on [www.dogpile.com](http://www.dogpile.com)  - students add main concepts of this stage to concept map created in earlier lesson  - Online quiz – what questions do we need to ask at the Locate stage? How can we perform advanced Boolean searches? | ICT.2 ; ICT.5  CCT.1 ; CCT.2 ; CCT.3 ; CCT.4  PS.2  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  1.3 Problematic knowledge  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  3.1 Background knowledge  3.3 Knowledge integration  3.4 Inclusivity  3.5 Connectedness | **AOL** - Online quiz  **AFL** - Online quiz, teacher monitors students understanding in the course of class discussions and online searches clarifying and providing feedback as required; teacher determines extent to which students have grasped concepts in lesson to determine if further clarification and revising is needed  **AAL** - self evaluation in answering Online quiz |
| **The Research Process – Third Stage: Select**  **Focus questions – What are the guiding questions for this stage? How can we address the guiding questions for this stage? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - third stage of Research Process: Select  - questions that we need to address at the Select stage  - strategies to address the questions at the Select stage  - Information Literacy skills employed at the Locate stage  - evaluating sources  - social bookmarking | - identify questions to ask at the Select stage  - explore strategies to help address questions in Select stage  - identify and label the various Information Literacy skills used to address questions at the Select stage  - apply evaluation criteria to information sources  - use the social bookmarking tool delicious.com to record selected information | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions we need to ask at the Locate stage? What are some tools and techniques we can use to narrow our online searches?  - teacher questioning/ class discussion – What sort of questions might we need to ask at the Select stage?  - teacher explores questions needed to be asked at this stage: How relevant is the information I have found? How credible is the information I have found? What information can I leave out? How will I record the information I need?  - students are reminded to refer back to Sample Assessment question and rubric  - students watch video on Select stage from <http://www.blaxlandhighlibrary.com/select.html>  - class discussion/ teacher questioning of Information Literacy skills required at this stage and how we can evaluate sources  - students watch video on Evaluating Sources from <http://www.blaxlandhighlibrary.com/evaluating-sources.html>  - Class discussion/teacher questioning – How can we evaluate sources?  - Activity students work in pairs create Mindmap on evaluating sources  - Class discussion on: How will I record the information I need?  - Students watch video on Social Bookmarking from <http://www.blaxlandhighlibrary.com/social-bookmarking.html>  - Teacher models use of social bookmarking tool [www.delicious.com](http://www.delicious.com) to bookmark selected relevant, credible and reliable websites for Sample Topic for later retrieval. Teacher models creating an online account. Delicious bookmarks can be accessed using any computer. [students are reminded to refer back to Sample Assessment question and rubric – have we selected information to address all aspects of the task?]  - bookmarking helps us to record our information sources for referencing and citing purposes for the Present stage  - Teacher demonstrates the social aspect of bookmarking using delicious and how students can share useful online resources and follow others using delicious.com  - ICT Activity - Students create an account on [www.delicious.com](http://www.delicious.com) and then proceed to perform advanced Boolean searches, evaluate the sources and then bookmark selected web pages for our Sample Topic. Students attempt to find and follow peers online using the tag BHSIL  - Teacher reminds students of our responsibilities as digital citizens in using social media  - students add main concepts of this stage to concept map created in earlier lesson  - ICT Activity - Online quiz – Evaluating Sources | ICT.2 ; ICT.3  ICT.4 ; ICT.5  CCT.1 ; CCT.2 CCT.3 ; CCT.4  PS.2 ; PS.4  EU.3  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  1.3 Problematic knowledge  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  3.1 Background knowledge  3.3 Knowledge integration | **AOL** - concept map of evaluating sources,  Online quiz ; can students successfully use delicious and add the BHSIL tag  **AFL** –-Online quiz, concept map, teacher monitors students’ understanding in the course of class activities and discussions to clarify concepts and strategies and to provide feedback as required; can students successfully use the BHSIL tag ; concept map  **AAL** - self evaluation in answering Online quiz ; peer evaluation in creating concept map |
| **The Research Process – Fourth Stage: Organise**  **Focus questions – What are the guiding questions for this stage? How can we address the guiding questions for this stage? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - third stage of Research Process: Select  - questions that we need to address at the Organise stage  - strategies to address the questions of the Organise stage  - Information Literacy skills employed at the Organise stage  - SQ3R, note taking, summarising and paraphrasing techniques | - identify questions to ask at the Organise stage  - explore strategies to help address questions in Organise stage  - identify and label the various Information Literacy skills used to address questions at the Organise stage  - read for understanding, note take, summarise and paraphrase | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions we need to ask at the Select stage? How can we evaluate sources? What online tool can we use to record selected information sources?  - teacher questioning/ class discussion – What sort of questions might we need to ask at the Organise stage?  - teacher explores questions needed to be asked at this stage: Have I enough information for my purpose? Which information sources best addresses my topic? How can I group, classify and categorise information?  - students watch video on Organise stage from <http://www.blaxlandhighlibrary.com/organise.html>  - Teacher and class examines the criteria and rubric for the sample PDHPE assessment task of *Body Image*. [The task requires students to: define the topic, describe the topic or issue, explain and analyse the causes and effects of the issue, identify and evaluate main approaches used to address the issue and suggest the best approach]  - [At the organise stage we group information under the assessment task criteria or dot points]  - Information literacy skills – required at the stage – reading for understanding, classifying, note taking, summarisng, paraphrasing  - students watch video on SQ3R – reading for understanding from <http://www.blaxlandhighlibrary.com/sq3r-reading-4-understanding.html>  - teacher questioning/ class discussion of SQ3R technique for understanding and analysing the information we read.  - students shown video on note taking and summarising from <http://www.blaxlandhighlibrary.com/note-taking--summarising.html>  - class discussion/ teacher questioning on note taking and summarising video  - students shown video on paraphrasing techniques from <http://www.blaxlandhighlibrary.com/paraphrasing.html>  - class discussion/ teacher questioning on paraphrasing video  - teacher models SQ3R, note taking, summarising and paraphrasing of a passage on causes of body image issues  - students add main concepts of this stage to concept map created in earlier lesson  - Activity - students are divided into pairs to use the SQ3R technique to read a passage of information on *The social effects of body image*. At the read stage of SQ3R students use the Cornell method of note taking to summarise the passage. Once summarised students then ensure the information is paraphrased or written in own words. [Extn Activity 7X students are given longer passage to summarise and paraphrase] | CCT.1 ; CCT.3 CCT.4 ; PS.2 PS.4  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  3.2 Cultural knowledge  3.1 Background knowledge  3.3 Knowledge integration  3.4 Inclusivity | **AOL** - SQ3R, note taking, summarising and paraphrasing activity  **AFL** - teacher monitors students’ understanding in the course of class activities and discussions to clarify concepts and strategies and to provide feedback as required; SQ3R, note taking, summarising and paraphrasing activity, concept map  **AAL** – peer evaluation in SQ3R, note taking, summarising and paraphrasing activity |
| **The Research Process – Fifth Stage Present**  **Focus questions – What are the guiding questions for this stage? How can we address the guiding questions for this stage? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - the fifth stage of the Research Process  - questions that we need to address at the Present stage  - strategies to address the questions of the Present stage  - Information Literacy skills employed at the Present stage  - checklist for present stage  - building and designing a web page  - compiling a bibliography  - using citethisforme.com | - identify questions to ask at the Present stage  - explore strategies to help address questions in Present stage  - identify and label the various Information Literacy skills used to address questions at the Present stage  - build and design a webpage  - compile a bibliography using citethisforme.com | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions we need to ask at the Organise stage? What skills are required at the Organise stage?  - teacher questioning/ class discussion – What sort of questions might we need to ask at the Present stage?  - teacher explores with class questions needed to be asked at this stage: What will I do with this information? With whom will I share this information? How will I communicate or share this information?  - Teacher refers to the *Body Image* Sample Task that asks students to present and share their findings in the form of a web page using [www.weebly.com](http://www.weebly.com) . Audience is teachers, peers and worldwide.  - teacher models building of Weebly web page and demonstrates tools used to add text, images and embed video content. Teacher explores web design and how to build a balanced visually appealing webpage.  - Teacher directs students to examine the criteria and rubric for the sample PDHPE assessment task of *Body Image*. Teacher and class go through check list for presentation:  - do we have enough information to address all the criteria?  - do we have our information organised under relevant headings?  - is our information paraphrased in our own words?  - have we proof read our writing and run a spell check?  - have we included a bibliography in alphabetical order from author’s surname using [www.citethisforme.com](http://www.citethisforme.com) ?  - is our information presented in a logical, sequential format?  - is our webpage visually appealing?  - is our webpage suitable for our audience?  - ICT Activity – student are divided into groups of three to build a web page using the summarised and paraphrased passage from previous lesson on *The social effects of body image.*  **-** students first swap passages to proof read and then run spell checks  - students then find images and arrange text and images on their webpage  - students address all aspects of checklist  - students add main concepts of this stage to concept map created in earlier lesson  Homework task: students look for suitable videos and embed in webpage [departmental filters block students from even educational videos]. | ICT.2 ; ICT.3  ICT.4 ; ICT.5  CCT.1 ; CCT.2  PS.2 ; PS.4  EU.1 ; EU.2  1.2 Deep understanding  1.4 Higher order thinking  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  2.5 Cultural knowledge  3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration  3.4 Inclusivity  3.4 Connectedness | **AOL** - created webpage, concept map  **AFL** - created passage, webpage, bibliography ; concept map,  **AAL** – peer proof reading |
| **The Research Process – Sixth Stage Assess**  **Focus questions – What are the guiding questions for this stage? How can we address the guiding questions for this stage? What are the Information Literacy skills required at this stage?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - the last stage of the Research Process  - questions that we need to address at the Asses stage  - strategies to address the questions of the Assess stage  - Information Literacy skills employed at the Assess stage  - need to assess not only the product but also the process | - identify questions to ask at the Assess stage  - explore strategies to help address questions in Assess stage  - identify and label the various Information Literacy skills used to address questions at the Assess stage  - assess both the process and the product    **-** become aware of their own learning process (metacognition) | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions we need to ask at the Present stage? What skills are required at the Present stage?  - teacher questioning/ class discussion – What sort of questions might we need to ask at the Assess stage?  - teacher explores with class questions needed to be asked at this stage:  Did I fulfill my purpose? How well did I go with each step of the information process? How well did I go presenting the information? Where do I go from here?  - ICT Activity – Peer Assessment using Google forms - students examine others’ Weebly web pages created last lesson and completed for homework. Students view and peer assess other web pages based on content and presentation using marking rubric [students reminded about appropriate and ethical use of technology – Think before you post]  - ICT Activity - Online quiz for students assess the process as well as the product. Students assess working in groups – skills, process and outcome of self and others  - Class views web pages and peer assessment evaluations and comments  - class activity – PMI – created on SmartBoard from student contributions on assessment of the use of a Research Process scaffold  - students add main concepts of this stage to concept map created in earlier lesson  - Teacher led class discussion of how assess process helps students to refine Research Process skills for future use (often we self assess along all stages of the Research Process) | ICT.1 ; ICT.4  ICT.5 ; CCT.3 CCT.4 ; PS.2 PS.4 ; EU.1 EU.2   * 1. Keep knowledge   1.2 Deep Understanding  1,4 Higher order thinking  1.5 Metalanguage  2.1 Quality explicit criteria  2.2 Engagement  2.4 Social support  3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration  3.5 Connectedness | **AOL** – Online quiz  **AFL** – Online quiz, Peer assessment, PMI activity, concept map  **AAL** – Online quiz, Peer assessment, PMI |
| **Guided Inquiry Research Process / Project Based Learning – collaborative teaching cross curricular task**  **Focus Questions – How can we apply the steps of Research Process to a new Guided Inquiry / PBL ?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - applying Research Process to an independent GI/PBL task  - concepts of chosen research topic  - questions that we need to address at the initiate stage  - strategies to address the questions  - Information Literacy skills employed at the Initiate stage | - apply a Research Process to an independent GI/PBL task  - identify concepts of chosen research topic  - identify what they already know about a topic and what they need to know  - identify questions to ask at the initiate stage  - explore strategies to help address questions in Initiate stage  - identify and label the various Information Literacy skills used to address questions at the initiate stage | **-** students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the stages of a Research Process?  **-** students are advised that they will be putting into practice the skills and steps of Research Process as a cooperative learning task over several lessons  - students will be put into groups of 3 or 4 to undertake the Research Process  - Groups will be able to choose their research topic from: *Animal rights and welfare, Globilisation, Climate change, Indigenous rights, Gender discrimination, Obesity, Racial prejudice and discrimination, Endangered species, Ethical consumerism, Asylum seekers and Immigration, Social impacts of digital media* [Extn Activity 7X students can choose their own social or environmental issue not on the list]  **-** students refer to and follow class notes and use concept map created during Research Process modeled in earlier lessons to help them with this research task  - students provided with task outline and marking rubric  **Task outline**: **Aligned with ALARM**  - **Define and describe the topic or issue**  **- Explain the causes**  **- Examine the effects**  **- Discuss main approaches used to address the issue**  **- Assess the best approach**  [Extn / Enrich Activity 7X student’s rubric also requires students to write a letter to a Govt or NGO to draw attention to the issue or suggest a solution/approach to address the issue]  - Students break off into groups to discuss and choose topic and to plan the initiate stage  - Activity - students create a Mindmap to determine main ideas or concepts of their topic (students may need to determine a focus of the topic if it is too broad).  - Teachers observe student - teachers’ role is of guide and facilitator and only intervenes at crucial points based on observation and **AFL** tasks.  - Activity – students create a KWL to determine what they know and what they need to know  - ICT Activity - Online survey – students surveyed on what they already know about their topic, how confident they are feeling and how they plan to approach their research. | ICT.2 ; ICT.5 CCT.1 ; CCT.2 ; CCT.3 ; CCT.4  PS.2  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  2.5 Students’ self – regulation  2.6 Student Direction  3.2 Cultural knowledge  3.1 Background knowledge  3.3 Knowledge integration | **AOL** - Mindmap activity, KWL  **AFL** - Mindmap activity ; Online survey, KWL, observation  **AAL** - Mindmap, Online survey, GI/PBL Group work, KWL |
| **Guided Inquiry Research Process / Project Based Learning Task – Locate and Select Stages**  **Focus Questions – How can we apply the skills for Locate and Select stage to an independent Guided Inquiry / PBL ?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - questions that we need to address at the Locate and Select stages  - strategies to address the questions at Locate and Select Stages  - Information Literacy skills employed at the Locate and Select stages  - applying advanced searches for a new topic  - evaluating sources for a new topic  - social bookmarking a new topic | - identify questions to ask at the Locate and Select stages  - explore strategies to help address questions in Locate and Select stages  - identify and label the various Information Literacy skills used to address questions at the Locate and Select stages  - perform advanced Boolean searches for new topic using dogpile.com  - evaluating currency relevance, author, accuracy and purpose of a source  - social bookmark web pages for a new topic after evaluating and determining their usefulness | **-** students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions and skills required at the Locate and Select stage?  **-** Students reminded that stages often overlap  - students are challenged to select and evaluate web pages as they are performing searches  - students review Concept map form earlier lessons to determine how to address Locate and Select stages  - students are directed to reexamine and constantly refer to GI/PBL task outline below and the marking rubric  **The task outline:**  **- Define and describe the topic or issue**  **- Explain the causes**  **- Examine the effects**  **- Discuss main approaches used to address the issue**  **- Assess the best approach]**  - ICT Activity – students work in groups to address the Locate and Select stages of their GI / PBL on chosen topic  - working in groups and using Mindmap of concepts determined in previous lesson students perform advanced Boolean searches to locate sources on their chosen topic.  - Group nominates one member to locate relevant and useful books in school library. Useful books are borrowed by class teacher.  - Group works together to evaluate the sources and then use [www.delicious.com](http://www.delicious.com) to bookmark useful and reliable sources for future reference. Student use identifying tag for bookmarked websites for teacher assessment  - teachers observe and provide feedback and/or intervention only at critical points  - ICT Activity - Online survey - students are surveyed on how steps they are taking to approach the Locate and Select stages, what they are finding easy and what they are finding difficult and how confident they are feeling at this stage. | ICT.2 ; ICT.3  ICT.4 ; ICT.5  CCT.1 ; CCT.2 CCT.3 ; CCT.4  PS.2 ; PS.4  EU.3  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  1.3 Problematic knowledge  1.4 Higher order thinking  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  2.5 Students’ self – regulation  2.6 Student Direction  3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration  3.4 Inclusivity  3.5 Connectedness | **AOL** - bookmarked websites  **AFL** - Online Survey, Bookmarked websites, observation  **AAL** - group work of evaluating and bookmarking websites, Online survey |
| **Guided Inquiry Research Process / Project Based Learning Task – Organise Stage**  **Focus Questions – How can we apply the skills for Organise stage to an independent Guided Inquiry / PBL ?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - questions that we need to address at the Organise stage  - strategies to address the questions of the Organise stage  - Information Literacy skills employed at the Organise stage  - SQ3R, note taking, summarising and paraphrasing techniques | - explore strategies to help address questions in Organise stage  - identify and label the various Information Literacy skills used to address questions at the Organise stage  - read for understanding, note take, summarise and paraphrase | **-** students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions and skills required at the Organise stage?  - students are directed to refer to GI / PBL criteria and rubric together with Concept map created in earlier lessons  Activity - students work in groups to determine: Have I enough information for my purpose? Which information sources best addresses my topic? How can I group, classify and categorise information?  - Group organises task under headings and divides task between members.  ICT Activity - Using previously evaluated information sources students undertake SQ3R - reading for understanding and note take, summarise and paraphrase information. [Students can elect to do this electronically or using pen and paper and then later typing]  Students are reminded to refer back to task outline and marking rubric  **The task outline:**  - **Define and describe the topic or issue**  **- Explain the causes**  **- Examine the effects**  **- Discuss main approaches used to address the issue**  **- Assess the best approach**  - group pools notes and determines if they have sufficient information to address task criteria  - teacher observes and only intervenes or provides feedback at critical points  - ICT Activity - Online survey - students are surveyed on how steps they are taking to approach the Organise stages, what they are finding easy ad what they are finding difficult and how confident they are feeling at this stage. | ICT.2 ; ICT.5  CCT.1 ; CCT.3 CCT.4 ; PS.2 PS.4  1.1 Deep knowledge  1.2 Deep understanding  1.4 Higher order thinking  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  2.5 Students’ self – regulation  2.6 Student Direction  3.2 Cultural knowledge  3.1 Background knowledge  3.3 Knowledge integration  3.4 Inclusivity | **AFL** - observation, Online survey  **AAL -** Online survey |
| **Guided Inquiry Research Process / Project Based Learning Task – Present Stage**  **Focus Questions – How can we apply the skills for Present stage to an independent Guided Inquiry / PBL ?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - questions that we need to address at the Present stage  - strategies to address the questions of the Present stage  - Information Literacy skills employed at the Present stage  - checklist for present stage  - building and designing a web page  - compiling a bibliography | - identify questions to ask at the Present stage  - explore strategies to help address questions in Present stage  - identify and label the various Information Literacy skills used to address questions at the Present stage  - build and design a webpage  - compile a bibliography using citethisforme.com | **-** students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions and skills required at the Present stage?  - students are directed to refer to GI / PBL criteria and rubric together with Concept map created in earlier lessons  Activity – Group explores check list for presentation:  - Do we have enough information to address all the criteria? Do we have our information organised under relevant headings? Is our information paraphrased in our own words? Have we proof read our writing and run a spell check? Have we included a bibliography in alphabetical order from author’s surname using [www.citethisforme.com](http://www.citethisforme.com) ? Is our information presented in a logical, sequential format? Is our webpage visually appealing? Is our webpage suitable for our audience?  - ICT Activity – students work in their group to build web pages for their topic using the summarised and paraphrased passage from previous lesson. Students swap passages to proof read and then run spell checks  - students then find images and arrange text and images on their webpage  - students cross check that they have addressed all aspects of task outline ie.  **Task outline:**  - **Define and describe the topic or issue**  **- Explain the causes**  **- Examine the effects**  **- Discuss main approaches used to address the issue**  **- Assess the best approach**  - ICT Activity - Online survey - students are surveyed on how steps they are taking to approach the Organise stages, what they are finding easy ad what they are finding difficult and how confident they are feeling at this stage.  - Homework task: students look for suitable videos and embed in webpage [departmental filters block students from accessing even educational videos]  - Activity Presentation – students present their webpages to the class and explain their processes and successes and challenges. | ICT.2 ; ICT.3  ICT.4 ; ICT.5  CCT.1 ; CCT.2  PS.2 ; PS.4  EU.1 ; EU.2  1.2 Deep understanding  1.4 Higher order thinking  1.5 Metalanguage  2.1 Explicit quality criteria  2.2 Engagement  2.4 Social support  2.5 Students’ self – regulation  2.6 Student Direction  3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration  3.4 Inclusivity  3.4 Connectedness | **AOL** - created webpages, Online survey  **AFL** – created webpages, bibliography, Online survey  **AAL** – peer proof reading, Online survey |
| **Guided Inquiry Research Process / Project Based Learning Task – Assess stage**  **Focus Questions – How can we apply the skills for Assess stage to an independent Guided Inquiry / PBL ?** | | | | |
| **Students learn about:** | **Students learn to:** | **Teaching and learning** | **General Capabilities Elements/ Quality Teaching** | **Assessment** |
| - questions that we need to address at the Asses stage  - strategies to address the questions of the Assess stage  - Information Literacy skills employed at the Assess stage  - need to assess not only the product but also the process | - identify questions to ask at the Assess stage  - explore strategies to help address questions in Assess stage  - identify and label the various Information Literacy skills used to address questions at the Assess stage  - assess both the process and the product    **-** become aware of their own learning process (metacognition) | - students copy ‘Today we will’ from SmartBoard  - students answer revision question: What are the questions we need to ask at the Assess stage? What skills are required at the Assess stage?  - Debriefing Activity – students break into groups to explore: Did I fulfill my purpose? How well did I go with each step of the information process? How well did I go presenting the information? Where do I go from here?  - Students share their findings with the class  - ICT Activity - Peer Assessment using Google forms - students examine others’ Weebly web pages. Students view and peer assess other web pages based on content and presentation using marking rubric [students reminded about appropriate and ethical use of technology – Think before you post]  - ICT Activity - Online survey / Self assessment - What they found easy ad what they found difficult students, what they would do differently next time - students assess the process as well as the product. Students also assess working in groups – contribution, social skills, research process skills, final product of self and others. | ICT.1 ; ICT.4  ICT.5 ; CCT.3 CCT.4 ; PS.2 PS.4 ; EU.1 EU.2   * 1. Keep knowledge   1.2 Deep Understanding  1,4 Higher order thinking  1.5 Metalanguage  2.1 Quality explicit criteria  2.2 Engagement  2.4 Social support  2.5 Students’ self – regulation  2.6 Student Direction  3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration  3.5 Connectedness | **AFL** - Online survey, Peer assessment, Debriefing activity  **AAL** - Online Survey Peer assessment |
| **Program Evaluation** | | | | |