

ELA Senior High (Alberta Learning, 2003)

Well designed inquiry-based learning projects are a means by which many curriculum outcomes can be accomplished by students, as illustrated by the following curriculum connections. Even though all curriculum outcomes are interrelated and mutually supportive, only those directly linked to the inquiry process model are included below.

Think-it-Through is infused throughout the inquiry process.

General Outcome 1

EXPLORE THOUGHTS, IDEAS, FEELINGS AND EXPERIENCES

1.1 Discover possibilities

Explore

1.1.1 Form tentative understandings, interpretations and positions (a, b)

1.2 Extend awareness

Explore

1.2.1 Consider new perspectives (a, b, c)

"Exploration is fundamental to learning... Exploration also helps students to find and manage information." ELA (Senior High), Alberta Learning, 2003, p. 15.

General Outcome 2

VISUAL AND MULTIMEDIA FORMS, AND RESPOND PERSONALLY, CRITICALLY AND CREATIVELY

2.1 Construct meaning from text and context

Search

2.1.1 Discern and analyze context (a, d)

2.1.2 Understand and interpret content (a)

2.1.3 Engage prior knowledge (a)

2.1.4 Use reference strategies and reference technologies (a, b)

2.2 Understand and appreciate textual forms, elements and techniques

Search

2.2.2 Relate elements, devices and techniques to created effects (g)

"Student understandings of text forms, structures and media help them to find information when they are involved in inquiry." ELA (Senior High), Alberta Learning, 2003, p. 21.

General Outcome 3

MANAGE IDEAS AND INFORMATION

3.1 Determine inquiry or research requirements

Explore & Plan

3.1.1 Focus on purpose and presentation form (all)

Explore & Plan

3.1.2 Plan inquiry or research, and identify information needs and sources (all)

3.2 Follow a plan of inquiry

Search

3.2.1 Select, record and organize information (all)

3.2.2 Evaluate sources, and assess information (all)

3.2.3 Form generalizations and conclusions (all)

Present

3.2.4 Review inquiry or research process and findings (all)

"Students explore ideas to frame questions and to plan research processes (General Outcome 1); When students examine sources to identify ideas and gain information, they are engaged in comprehending and responding to text (General Outcome 2); As they record and organize the information and other material that they have uncovered, students are engaged in the creation of text (General Outcome 4); Students often collaborate to conduct research or to pursue inquiry (General Outcome 5)." ELA (Senior High), Alberta Learning, 2003, p. 39.

General Outcome 4

CREATE ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS, AND ENHANCE THE CLARITY AND ARTISTRY OF COMMUNICATION

Present

4.1 Develop and present a variety of print & nonprint texts

4.1.1 Assess text creation context (all)

4.1.2 Consider and address form, structure and medium (all)

4.1.3 Develop content (all)

4.1.4 Use production, publication and presentation strategies and technologies consistent with context (all)

4.2 Improve thoughtfulness, effectiveness and correctness of communication

Present

4.2.1 Enhance thought and understanding and support and detail (all)

4.2.2 Enhance organization (all)

4.2.3 Consider and address matters of choice (all)

4.2.4 Edit text for matters of correctness (all)

"Students locate, gather, record and organize material to communicate ideas and information." ELA (Senior High), Alberta Learning, 2003, p. 45.

General Outcome 5

RESPECT, SUPPORT AND COLLABORATE WITH OTHERS

Think-it-Through

5.2 Work within a Group

5.2.1 Cooperate with others, and contribute to group processes (all)

5.2.2 Understand and evaluate group processes (all)

"Learning effective strategies for collaborating with others is interrelated with learning in the other general outcomes... Students often work collaboratively to conduct inquiry and research and to share findings." ELA (Senior High), Alberta Learning, 2003, p.63.