

AREA OF FOCUS

CONNECTING THE INQUIRY TO PRESCRIBED LEARNING OUTCOMES



The authentic integration of curriculum means that there is a solid acknowledgement of the disciplines of knowledge. We must provide ways for our students to broaden and deepen their understandings about themselves and their world and in order to do this they must know "how to know".

By using the inquiry-based learning and teaching integrated units we know that we promote students in their thinking deeply about the content. They choose to explore a greater breadth of information and connect their thinking across disciplines. They connect their learning to their real lives and so they see relevance in their study. Most importantly they are motivated and engaged in their learning and see the purpose behind their learning.

"Without purpose, significant learning is difficult if not impossible to achieve"
(The Brain that Changes Itself, Doige)

With integrated inquiry based learning the educators step out of the single-subject instruction framework and invite students to envelope themselves in the complex and multidisciplinary real world where they interact with real-world issues and problems. Teachers should be moving from topic experts to a role of guides and coaches.

The BIG IDEA here is that we can no longer ignore the literature around what really matters in literacy learning!

The call for authentic, community based, cross curricular connected units of study where students' real life experiences and their rich complex textual lives are honoured must be addressed.

Despite the call for school reform classroom practices have remained essentially unchanged. Michael Smith and Jeff Wilhelm found that traditional instruction put struggling students into a double bind formed by their deficient skills and boring and degrading instructional practices that failed to engage them or help them.(2002,20006)

Authentic projects framed in the Inquiry-based learning and teaching principles provides the vehicle for meeting the students' demands for instruction that is relevant and interconnected tapping a wide range of domains of study.

Thoughtful attention to our Prescribed Learning Outcomes results in the teaching teams co-collaborating with students to reach understanding. Cross curricular approaches invites students to truly "uncover the curriculum" (as opposed to recitation and coverage of single subject overviews) When classroom dialogue and inquiry research are implemented, students see the purpose for their learning and engagement increases.,

The Inquiry-Learner -Centred Model has been described as a wonderful road trip in which teachers and students take a collaborative journey toward disciplinary understanding. Exact destination unknown, but road maps and resources are valued, and specific navigation strategies are learned along the way. Teaching is authoritative (not authoritarian) participatory, collaborative where the teacher acts as a mentor and guide. (Wilhelm 2007)

Red Light Green Light Charts with student -co-created Criteria are established for the Essential Understandings and Outcomes. Collecting and displaying exemplars for the "I can" statements via the "Clothesline Strategy" provides concrete targets for our students.

**ASSESSMENT FOR LEARNING RED LIGHT AND GREEN LIGHT STRATEGY
(Caren Cameron 2008)**

Before Learning			Essential Learning Outcome In "I can" Statements	After Learning			My Evidence for Mastery of this Learning Outcome
R	Y	G		R	Y	G	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain how food chains work in how they are connected to the entire ecosystem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain/demonstrate my understanding of how the water cycle has an effect on our soil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain the carbon cycle and the connection to global warming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain the idea of sustainability and why it is important to protect our soil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can locate and record information that supports my inquiry using a wide variety of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can identify how the availability of food affects a community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can investigate two sides of a problem or issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain/demonstrate the impact of human activity on the quality of our earth's soil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can complete an inquiry that contributes to the "Big Inquiry Question"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	What will I do to save the earth's soil.		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can communicate a healthy balanced life style that includes proper nutrition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can use Canada's Food Guide to make healthy food choices..	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can make healthy eating choices as noted in my daily food journal.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can talk with confidence about many ways that health habits make life better.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can locate and record information that supports my inquiry using a wide variety of sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Learning Outcomes

Our Good Earth: Our future rests on the soil beneath our feet

Outcomes	Grade	Integration Unit Activities or Projects
Applications of <i>Social Studies</i>		
• Identify characters of different local environments	K	
• Demonstrate responsible behaviour in caring for their immediate environment	K	
• Demonstrate responsible behaviour in caring for their immediate school environments	1	
• Describe ways individuals contribute to a community	2	
• Use maps and globes to locate: world's hemispheres, continents and oceans, and Aboriginal groups studied	4	
• Describe Aboriginal peoples' relationship with the land natural resources	4	
• Identify and clarify a problem, issue, or inquiry	4	
• Locate and record information from a variety of sources	4	
• Assess at least two perspectives on a problem or issue	4	
Organize information into a presentation with a main idea and supporting details	4	
• Describe how people's basic needs are met in different cultures	4	
• Demonstrate an awareness and appreciation of different	4	

Aboriginal cultures in Canada		
• Demonstrate understanding of the contributions of Aboriginal people to society	4	
• Compare the "discover" and "exploration" of North America from European and Aboriginal peoples' perspectives	4	
• Describe the location of natural resources within BC and Canada, including marine resources, forests, minerals and energy resources	5	
• Explain why sustainability is important	5	
• Analyse environmental effects of settlement in early BC and Canada	5	
• Evaluate effects of technology on lifestyles and environments	6	
• Assess the relationship between cultures and their environments	6	
• Identify the impact of human activity on physical environments in ancient civilizations	7	
• Describe ways to rethink, reduce, reuse, and recycle	K	
• Describe features of local plants and animals	K	
• Classify living and non-living things	1	
• Describe how the basic needs of plants and animals are met in their environment	1	
• Classify familiar animals	2	

according to similarities and differences in appearance, behaviour, and life cycles		
• Describe physical properties of air, water, and soil	2	
• Distinguish ways in which air, water, and soil interact	2	
• Analyse simple food chains	4	
• Demonstrate awareness of the Aboriginal concept of respect for the environment	4	
• Distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms one of five kingdoms	6	
• Analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems	7	
• Assess survival needs and interactions between the organisms and the environment	7	
• Assess the requirements for sustaining healthy local ecosystems	7	
• Evaluate human impacts on local ecosystems	7	
• Explain how the Earth's surface changes over time	7	
Outcomes	Grade	Integration Unit Activities or Projects
<i>Applications of <u>Health & Career Education</u></i>		
• Identify opportunities to make choices	K	
• Identify practices that contribute to health, including healthy eating, regular physical activity,	1	

emotional health practices, and disease prevention practices		
• Identify opportunities to make decisions	2	
• Describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)	2	
• Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)	2	
• Identify the steps in a decision-making model (e.g., identifying the decisions, listing alternatives, selecting a course of action, assessing the results)	4	
• Describe the choices an individual can make to attain and maintain physical and emotional health	4	
• Describe how various factors (e.g., access to accurate and relevant information, medic and social influences) affect decision making	5	
• Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health	5	
• Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)	5	
• Analyse behaviours that	5	

contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)		
• Describe the benefits of attaining and maintaining a balanced, healthy lifestyle	6	
• Assess the influence that peers have on individual's attitudes and behaviour	6	
Outcomes	Grade	Integration Unit Activities or Projects
<u>Applications of <i>Physical Education</i></u>		
• Physical Education PLO's readily invite the use of outdoor environments as a context for learning activities. Incorporating active, physical components into cross-curricular studies of sustainability and environmental issues also has great potential to enhance learning with C.A.R.E. in	K	
• Participate daily (e.g., five times a week) in moderate to vigorous physical activities	1	
• Physical Education PLOs readily invite the use of outdoor environments as a context for learning activities. Incorporating active, physical components into cross-curricular studies of sustainability and environmental issues also has great potential to enhance learning with C.A.R.E. in mind	4	

<ul style="list-style-type: none"> • Design a plan for achieving physical activity goals 	7	
Outcomes	Grade	Integration Unit Activities or Projects
Applications of <u>Music & Visual Arts</u>		
<ul style="list-style-type: none"> • Identify elements of expression that evoke thoughts, images, and feelings 	1	
<ul style="list-style-type: none"> • Identify a variety of image sources, their own and others 	1	
<ul style="list-style-type: none"> • Make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences and moods; to tell a story; and that engages more than one of the senses 	1	
<ul style="list-style-type: none"> • Demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes 	1	
<ul style="list-style-type: none"> • Student may choose to express or respond to ideas or concerns about an environmental issue in their music listening or composing music 	5	
<ul style="list-style-type: none"> • Identify aspects of selected images that indicate the social, historical, or cultural context in which they were created 	5	
<ul style="list-style-type: none"> • Create images that express personal identity and aspects of art from a variety of historical and cultural contexts 	5	

<ul style="list-style-type: none"> • Demonstrate an understanding of safety and environmental consideration in the use of materials, tools, equipment, and processes 	5	
<ul style="list-style-type: none"> • Use and maintain materials, tools, equipment and work space in a safe and an environmentally sensitive manner 	5	
<ul style="list-style-type: none"> • Demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes 	6	
Outcomes	Grade	Integration Unit Activities or Projects
Applications of <i>Drama</i>		
<ul style="list-style-type: none"> • Students may choose to express ideas or concerns about an environmental issue in their dramatic work; these issues or concerns may also be the impetus for creating dramatic works 	5	
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