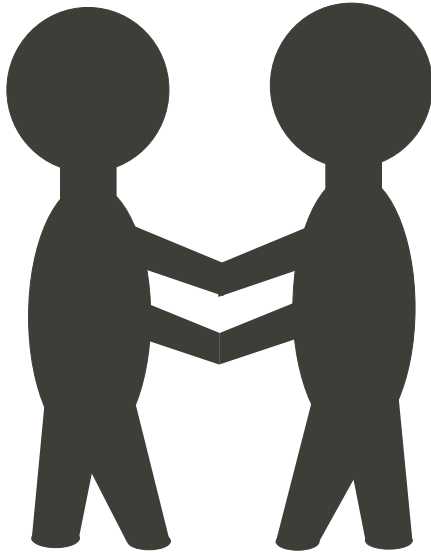


General Outcome 3



Students will listen, speak, read, write, view, and represent to manage ideas and information.

The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through the language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their skill in managing ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their inquiry or research and to determine the kind and amount of information needed to accomplish various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. The use of technology expands thinking and enhances students' opportunities to access, create, and communicate ideas and information. Skill in managing ideas and exchanging information helps students to encourage, support, and work with others.

Interactive processes help students to manage ideas and exchange information effectively. The quality of interactions is dependent upon strong active listening, discussion, and group participation skills and strategies. These skills and strategies are implicit in all specific outcomes throughout all general outcomes.



3.1 Plan and Focus

Grade 7

Use Personal Knowledge

- examine personal knowledge of and experiences related to a topic to determine information needs

Ask Questions

- formulate a variety of relevant questions on a topic to establish a purpose for seeking information

Contribute to Group Inquiry

- contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes

Create and Follow a Plan

- prepare and use a plan to access information and ideas from a variety of sources [such as teachers, peers, print and non-print materials, electronic sources...]

Grade 8

- determine personal knowledge of a topic to generate possible areas of inquiry or research

- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information

- contribute ideas, knowledge, and strategies to help identify group information needs and sources

- prepare and use a plan to access, gather, and record in own words relevant information

Senior 1

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research

- develop focused questions to establish a purpose for reading, listening, and viewing information sources

- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic

- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.1 Plan and Focus

Senior 2

- determine inquiry or research focus based on personal knowledge and interests and on others' expertise
- formulate questions to focus and guide inquiry or research
- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters
- develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

Senior 3

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise
- formulate and revise questions to focus inquiry or research topic and purpose
- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures
- develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures

Senior 4

- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task
- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context
- collaborate with and support group members in adapting procedures to achieve inquiry or research goals
- develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message...], and adjust plan according to changes in audience, purpose, and context

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.2 *Select and Process*

Grade 7

Identify Personal and Peer Knowledge

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research

Identify Sources

- extend inquiry and research questions using a variety of information sources [such as adults, peers, advertisements, adolescent magazines, lyrics...]

Assess Sources

- use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions

Access Information

- expand and use a repertoire of skills [including visual and auditory] to access information and ideas from a variety of sources [including formal interviews, surveys, almanacs, documentaries, and broadcasts]

Make Sense of Information

- determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [including headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, and screening out irrelevant information]

Grade 8

- access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects]

- construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text

Senior 1

- access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research

- obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]

- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan

- expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]

- identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.2 *Select and Process*

Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs
- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan
- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]
- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

- select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
- identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs
- evaluate how perspectives and biases influence the choice of information sources for inquiry or research
- access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose
- use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 4

- evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
- identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs
- evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
- access information to accomplish a particular purpose within the topic parameters and time available
- use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

GENERAL
OUTCOME
3

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.3 Organize, Record, and Assess

Grade 7

Organize Information

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose

Record Information

- make notes using headings and subheadings or graphic organizers appropriate to a topic; reference sources

Evaluate Information

- assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes

Develop New Understanding

- organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process

Grade 8

- organize information and ideas in order of priority according to topic and task requirements

- make notes in point form, summarizing major ideas and supporting details; reference sources

- set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes

- incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information

Senior 1

- organize information and ideas by developing and selecting appropriate categories and organizational structures

- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources

- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes

- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.3 Organize, Record, and Assess

Senior 2

- organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes
- select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately
- evaluate information for completeness, accuracy, usefulness, and relevance
- integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals

Senior 3

- organize and reorganize information and ideas in a variety of ways for different audiences and purposes
- summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives
- explain the importance of new understanding to self and others; assess own inquiry and research skills

Senior 4

- organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
- assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions

Students will listen, speak, read, write, view, and represent to manage ideas and information.