



### General Outcome 3



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

In an increasingly technological society, managing ideas and information is becoming more important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available, and to create and communicate ideas and information.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. Students learn to activate prior knowledge, ask questions, define directions for inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences.



### 3.1 *Plan and Focus*

	<b>Grade 8</b>	<b>Senior 1</b>
<i>Use Personal Knowledge</i> →	<ul style="list-style-type: none"><li>• determine personal knowledge of a topic to generate possible areas of inquiry or research</li></ul>	<ul style="list-style-type: none"><li>• determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research</li></ul>
<i>Ask Questions</i> →	<ul style="list-style-type: none"><li>• formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information</li></ul>	<ul style="list-style-type: none"><li>• develop focused questions to establish a purpose for reading, listening, and viewing information sources</li></ul>
<i>Participate in Group Inquiry</i> →	<ul style="list-style-type: none"><li>• contribute ideas, knowledge, and strategies to help identify group information needs and sources</li></ul>	<ul style="list-style-type: none"><li>• generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic</li></ul>
<i>Create and Follow a Plan</i> →	<ul style="list-style-type: none"><li>• prepare and use a plan to access, gather, and record in own words relevant information</li></ul>	<ul style="list-style-type: none"><li>• prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources</li></ul>

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### 3.1 Plan and Focus

#### Senior 2

##### *Use Personal Knowledge*

- determine inquiry or research focus based on personal knowledge and interests and on others' expertise

##### *Ask Questions*

- formulate questions to focus and guide inquiry or research

##### *Participate in Group Inquiry*

- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters

##### *Create and Follow a Plan*

- 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

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### 3.2 *Select and Process*

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Identify Personal and Peer Knowledge</i></b> →	<ul style="list-style-type: none"><li>• access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>
<b><i>Identify Sources</i></b> →	<ul style="list-style-type: none"><li>• distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]</li></ul>	<ul style="list-style-type: none"><li>• 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...]</li></ul>
<b><i>Evaluate Sources</i></b> →	<ul style="list-style-type: none"><li>• develop and use criteria for evaluating information sources for a particular inquiry or research plan</li></ul>	<ul style="list-style-type: none"><li>• evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan</li></ul>
<b><i>Access Information</i></b> →	<ul style="list-style-type: none"><li>• 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]</li></ul>	<ul style="list-style-type: none"><li>• 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]</li></ul>
<b><i>Make Sense of Information</i></b> →	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• 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]</li></ul>

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### 3.2 *Select and Process*

#### Senior 2

##### ***Identify Personal and Peer Knowledge***

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic

##### ***Identify Sources***

- 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

##### ***Evaluate Sources***

- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan

##### ***Access Information***

- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]

##### ***Make Sense of Information***

- 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

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### 3.3 *Organize, Record, and Evaluate*

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Organize Information</i></b> →	<ul style="list-style-type: none"><li>organize information and ideas in order of priority according to topic and task requirements</li></ul>	<ul style="list-style-type: none"><li>organize information and ideas by developing and selecting appropriate categories and organizational structures</li></ul>
<b><i>Record Information</i></b> →	<ul style="list-style-type: none"><li>make notes in point form, summarizing major ideas and supporting details; reference sources</li></ul>	<ul style="list-style-type: none"><li>summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</li></ul>
<b><i>Evaluate Information</i></b> →	<ul style="list-style-type: none"><li>set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>
<b><i>Develop New Understanding</i></b> →	<ul style="list-style-type: none"><li>incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information</li></ul>	<ul style="list-style-type: none"><li>reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals</li></ul>

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### 3.3 Organize, Record, and Evaluate

#### Senior 2

##### *Organize Information*

- organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes

##### *Record Information*

- select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately

##### *Evaluate Information*

- evaluate information for completeness, accuracy, usefulness, and relevance

##### *Develop New Understanding*

- 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

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