Exploring Personal Interests through Critical Analysis & Research 10
Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD #36
Developed by: Nicole Calla and Heidi Nielsen (Dr. Kristi Lauridsen of Maple Ridge)	**Date Developed:** June 12, 2019
School Name: SD36 Student Support	**Principal's Name:** Chris Stanger
Superintendent Approval Date (for School Districts only): December 11, 2019	**Superintendent Signature:**
Board/Authority Approval Date: December 11, 2019	**Board/Authority Chair Signature:**
Course Name: Exploring Personal Interest through Critical Analysis and Research 10	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): No prerequisites

Special Training, Facilities or Equipment Required: Not Applicable

Course Synopsis: Exploring Personal Interests through Critical Analysis and Research 10 supports students in engaging with dispositions, principles, and practices of inquiry at an advanced level as a mode of exploring topics of personal interest that are multi-disciplinary and connect big ideas across disciplines and/or extend beyond curricular content and competencies in their core subject courses. Students will learn how to create a formal inquiry project proposal – including developing an inquiry question, rationale, objectives, timeline, resources, and means of sharing their learning both with peers and with people working in the disciplines/fields in which their projects are situated. They will understand and engage in authentic inquiry processes including question development, research, critical reflection, self-assessment, cyclical goal-setting, and communication of their learning through multiple modes of expression. Through these inquiry processes, students will develop skills such as problem-posing, critical analysis, timeline management, oral presentation, and audience engagement.

Students will participate in group discussions and activities based on classmates' inquiry work, as well as completing several independent inquiry projects designed in consultation with, and guided by, the instructor. This course may be especially helpful to gifted facilitators in meeting the complex learning needs of Gifted students.

Exploring Personal Interest through Critical Analysis and Research 10 follows a blended model of instruction, with students working independently on their projects with online support from the instructor and also attending face-to-face class meeting to share their work through seminar learning, discussions, and presentations.

Goals and Rationale: The BC curriculum encourages inquiry as a key mode of engaging with curricular content and aims to have all students experience inquiry processes during their learning. Exploring Personal Interest through Critical Analysis and Research 10 is intended to meet the diverse learning needs of students who are interested in challenging themselves at an advanced level and thereby deepening their understanding of, and capabilities with, inquiry as a mode of learning that connects them with a community of inquirers, both at the classroom level and beyond. 21st Century learning should prepare graduates to be able to move flexibly among, and engage responsively with, a variety of learning communities – whether they be educational or workplace communities. This flexibility is fostered by the development of inquiry dispositions and skills, as students learn to approach new situations with a mindset of questioning and exploring what can be learned and an open-ness to learning from others within community; through shared inquiry processes, students learn to value multiple perspectives and modes of expression and to seek connections with authentic audiences for their work. Inquiry projects that are highly personalized in their focus and goals, yet carried out with the intention of sharing the insights and new questions they generate, provide students with authentic opportunities to be self-directed in their learning while also developing perspective-taking capacities. For students who intend to pursue post-secondary education, engaging in more advanced inquiry work will approximate the kinds of research, and research communities, they may encounter in university settings. The blended model of Exploring Personal Interest through Critical Analysis and Research 10, with independent online work and face-to-face seminar meetings, prepares students for the balance of self-directedness and community commitment that is expected in university learning.

Goals:

- Develop an understanding of dispositions of inquiry including curiosity, flexibility, open-ness to feedback, and community orientation
- Develop skills of inquiry including question generation, reflection, self-assessment, and communication of learning
- Develop skills related to Social-Emotional Learning, including self-awareness, self-management, social awareness, responsible decision making, and relationship skills
- Develop capacity to engage with communities of learners, both peers and beyond the classroom, in disciplines/fields relevant to inquiry questions
- Deepen knowledge and understanding of particular topics of personal interest, which connect ideas across disciplines and/or go beyond topics available for study in regular coursework
- Begin developing capacity to participate in research communities at a post-secondary level

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

Guided Inquiry supports the principle that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)," as students engage in reflective practices, engage their peers in experiences about their key learning during seminar discussions and presentations, and connect with peers and people working in the disciplines/fields relevant to their projects.

- Students experience firsthand, through inquiry, that "Learning involves patience and time."
- The personalized nature of developing one's own content and processes for learning supports the principle that "Learning requires exploration of one's identity."

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the design of Exploring Personal Interest through Critical Analysis and Research 10. Engaging in guided, facilitated exploration and sharing of personalized inquiry projects is inseparable from Aboriginal worldviews and perspectives, specifically:

- A learner-centered approach, where the learner demonstrates readiness for particular learning and the teacher responsively provides guidance, support, and modeling for this learning
- Experiential learning, where the learner considers how to engage actively with the exploring topics of interest in authentic ways and how to share learning with others through hands-on activities
- Community involvement, where learners participate reciprocally with peers in the class and reach out to mentors in the fields/disciplines relevant to their explorations

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BIG IDEAS

Inquiry is a means for connecting and engaging with **communities of learners**	Authentic inquiry processes are **self-directed** and personally meaningful	Inquiry is **cyclical** and through exploration and critical reflection, generates new questions	Engaging with a variety of content, processes, and **modes of expression** fosters flexible thinking	Inquiry supports holistic **interdisciplinary** and experiential approaches to learning

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • Generate multiple ideas for topics and questions to explore and make decisions about which are most personally meaningful to them • Develop project proposals that clearly outline their topic/purpose, goals/objectives, anticipated timeline, resources needed, and vision for the project's impact on themselves and others • Develop capacity to be self-directed and independent in exploring their inquiry questions • Use appropriate research strategies relevant to their inquiry exploration (effective internet searching, primary/secondary resources, citation and referencing) • Participate in developing **criteria** for their projects and engage in self-assessment of their learning • Engage actively in reflective strategies including weekly reflections on their learning and thinking processes; use learning to generate new questions • Design effective oral presentations and experiential activities to share their learning through multiple modes of expression • Support the class learning community by participating actively in classmates' seminar presentations and providing **feedback** to peers	*Students are expected to know the following:* • The cyclical nature of inquiry processes • Elements of an effective project proposal • The value and importance of sharing inquiry processes within communities of learners (both classroom and beyond) • **Questions to guide reflection** on one's inquiry work • Strategies for providing feedback to peers • Ways that authentic inquiry processes embody Aboriginal worldviews and First People's Principles of Learning • Strategies for conducting effective research (internet searching, primary/secondary sources, citing and referencing) • Elements of an effective **seminar presentation** • Connections between advanced inquiry learning and university-level research

• Seek out connections with, and feedback from individuals working in disciplines/fields relevant to their inquiry questions (with support from the instructor)	

Big Ideas – Elaborations

Communities of learners – examples include the classroom community of peers; and disciplinary/field communities (e.g., a student exploring biological anthropology arranges to meet with a Biology teacher or an expert in the field)

Self-directed – learners take responsibility for developing the content of their learning (e.g., create a detailed project proposal) and self-monitoring their learning processes (e.g., following their proposed timeline, communicating with the instructor as needed, participating in determining criteria for their projects)

Cyclical – authentic inquiry processes happen in a continuous cycle of idea generation □question development □exploration and research □reflection □sharing and communicating □new questions

Modes of expression – learners consider the variety of ways they could express their learning (e.g., verbal, visual, kinesthetic) and select the mode most appropriate to their topic; students will be encouraged to utilize different modes of expression for different inquiries

Interdisciplinary – learners explore how their inquiry questions may overlap with multiple disciplines (e.g., a student inquiring about gun violence incorporates history, politics, science, sociology)

Curricular Competencies – Elaborations

criteria – learners analyze the purpose, goals, and vision of their inquiry project and make decisions about what is most important for audiences to "look for" in evaluating their final product; they determine what each criteria will "look like" if achieved successfully and how much weight each criteria should be given relative to the others

feedback – learners understand effective questions to ask when seeking feedback (e.g., What did you learn from my project that you didn't know before? What did you find most interesting or intriguing about my project?) and effective strategies for giving feedback (e.g., specific praise, identifying strengths and areas to build on)

Content – Elaborations

questions to guide reflection – students learn to use self-questions such as, What did I feel was most successful or rewarding in my inquiry work this week? What challenges did I encounter in my learning this week? What do I need guidance or help with this week?

Recommended Instructional Components:

- Direct instruction through workshop format during face to face meet ups (principles, practices, and strategies)
- Modeling/demonstrations (of effective proposal development, research strategies, criteria development, reflection and self-assessment, sharing and communication of work)
- I do/we do/you do (e.g., instructor makes contact with an expert in the field of a student's inquiry and cc's the student; student responds directly to the expert and arranges a meeting with instructor support; student attends the meeting and reports back to instructor)
- Reflective writing and/or speaking (journaling or voice-recording weekly reflections)
- Experiential learning (activities designed for sharing learning with classmates)
- Peer feedback

Recommended Assessment Components:

Formative Assessment

- Reflective journaling and/or voice-recording for weekly reflections
- Individual consultations
- Multiple modes of expression of learning for products of independent inquiry projects, relevant to the topic and the student's learning style and preferences
- Participation in group discussion and activities
- Peer, teacher, and expert feedback

Summative Assessment

- Presentation of Learning (oral presentations and communication of learning through experiential activities)
- Self-assessment of process, content and product
- Co-constructed criteria for evaluation of independent inquiry projects (student and instructor)

Learning Resources:

Resources used by students will vary widely depending on their personalized inquiry questions and topics. They are encouraged to use a variety of kinds of resources including but not limited to:

- Interviews/conversations with people working in the relevant disciplines/fields
- Primary and secondary sources available to them through library or internet searches
- News media
- Film/documentary resources
- Data and information they gather relevant to their topics (e.g., surveys of peers, observations)

As a teacher resource, the following texts provide an excellent overview of dispositions, principles, and practices of authentic inquiry:

Dana, N. F. & Yendol-Hoppey, D. *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, 2nd Ed. Thousand Oaks, CA: Corwin Press.

Shagoury Hubbard, R. & Miller Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers.* Portsmouth, NH: Heinemann.

Watt, J. & Cloyer, J. (2014). *IQ: A practical guide to inquiry-based learning*. Ontario, Canada: Oxford University Press.