



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: Brooke Haller and Stacey Parsons	Date Developed: January 2024
School Name: Imagine High Integrated Arts and Technology	Principal's Name: Brooke Haller
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Immersive Inquiry Institute	Grade Level of Course: 12
Number of Course Credits: 2, 4	Number of Hours of Instruction: 100 – 4 credits 50 – 2 credits

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Access to technology (Laptop or ipad, Adobe Creative Cloud/digital tool array), Additional facilities determined by focus of immersive inquiry institute.

Course Synopsis: Immersive Inquiry Institute 12 is a process-based course reflecting the necessary skills for effective participation in contemporary society. Learners will participate in a range of collaborative and individual inquiries based on choice that are designed to be a complex combination of structured learning with intentional opportunities for students to create, design, imagine along with developing new possibilities.

Goals and Rationale:

Immersive Inquiry Institutes provide students with opportunities to connect with each other and challenge complex issues together, create representations of their learning to share with the public, and contribute to community. Immersive Inquiry Institutes recognize that competence in an area of study requires factual knowledge organized around conceptual frameworks to facilitate knowledge building and application. Classroom activities are designed to develop understanding through in-depth study both within and outside the required curriculum. Students will cycle through the stages of inquiry in an overt, intentional and planful manner across the curriculum, at the appropriate times for the appropriate purpose. Inquiry is necessary for successful participation in our social democratic society. The current and emerging skills required of our contemporary knowledge society require that what learners are able to do is more important than what they know. The natural learning process is invoked through curiosity, which leads to questioning, exploration and the pursuit of these questions in order to satisfy this curiosity. The intent of this course is to identify the knowledge, skills and attitudes reflective of an effective inquiry stance toward learning in order to support students in investigating required or self-selected content. Inquiry emphasizes the process of learning in order to develop deep understanding in addition to the intended acquisition of content, knowledge and skills. Inquiry draws upon a constructive learning theory where understanding is built through the active development of conceptual mental frameworks by the learner.

The course structure is intended to reflect a gradual release of responsibility model; as students mature through the grades learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills, and leadership capacity within the institutes, and have increasing opportunities for individual study. Learning within Immersive Institutes increase in scope, complexity and expectations of students as students move through the immersive inquiries.

Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding. This progression of skills and expectations takes students on a continuum from collaborative inquiry to deep personal inquiry that supports the development of leadership capacity and transdisciplinary skills in senior students. This continuum is deeply aligned with the [BC Curriculum Core Competencies](#). By the time students engage in Grade 12 institutes they are able to plan their individual journey, demonstrate their leadership, and carve out their own niche using the integration skills developed over time.

* *See Continuum of Integration Skills [here](#).*

Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning underpin the structure of these collaborative, immersive, and experiential institutes. This structure leverages the relational capacity of learning in community. As Deep Dive Immersive Institutes are tied to student passion and creativity, learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational as Deep Dive Immersive Inquiry Institutes focus on connectedness, on reciprocal relationships, and a sense of place. Deep Dives are structures in a way that supports deep focus, flow, and engagement, allowing learning that involves patience and time. Through these experiences, learning requires exploration of one's identity as students have endless opportunities to demonstrate learning in a personalized, unique way.

BIG IDEAS

Knowledge is **transdisciplinary**, interconnected and independent

Knowledge and skills can be applied across and beyond disciplines

Iterative design processes support products that are meaningful, empathetic, and contributory

Leadership and personalization opportunities support students to deepen metacognition, reflection and transdisciplinary skills

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Understanding context and engaging in a period of <u>research</u> and <u>empathetic observation</u> that may include:</p> <p><i>Ideating</i></p> <ul style="list-style-type: none"> - Take creative risks in generating ideas and add to others’ ideas in ways that enhance them - Critically analyze contexts <p><i>Prototyping</i></p> <ul style="list-style-type: none"> - Identify and use <u>sources of inspiration</u> and information - Choose a form and develop a <u>plan</u> that includes key stages and resources - Make changes to tools, materials, and procedures as needed - Record <u>iterations</u> of prototyping <p><i>Testing</i></p> <ul style="list-style-type: none"> - Identify <u>sources of feedback</u> - Evaluate choices and decisions - Recreate or abandon the idea <p><i>Making</i></p> <ul style="list-style-type: none"> - Identify and use appropriate tools, <u>technologies</u>, materials, and processes for production - Make a step-by-step plan for production and carry it out, making changes as needed <p><i>Sharing</i></p> <ul style="list-style-type: none"> - Decide on how to exhibit and with whom to share product and processes - Demonstrate product providing a rationale for the selected solution, modifications, and procedures - Use appropriate terminology - Critically evaluate the success of the product - Critically reflect on their design thinking and processes - Assess their ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient co-operative workspace - Identify new goals that result from feedback 	<p><i>Students are expected to know the following:</i></p> <p>Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum</p> <ul style="list-style-type: none"> - ADST/Fine Arts - Humanities - Math and Sciences - Physical Education <p><i>Examples have included:</i></p> <p><i>Art Studio</i> <i>Fashion Design</i> <i>Shopcraft</i> <i>Film Making</i> <i>Medieval Tailoring/Weaponry</i> <i>Philosophy & Film</i> <i>Songwriting</i> <i>Photography</i> <i>Astrophysics</i> <i>Baking Institute</i> <i>Outdoor Ed</i> <i>Childcare</i> <i>Musical Theatre</i> <i>Videogame Development</i></p>

Big Ideas – Elaborations

Stage One - Exploring, Investigating and Question Development: *Students are required to demonstrate their understanding of the foundational elements of inquiry and the non-linear and organic nature of individual inquiry, including project-based learning and problem-based learning. Students will engage in a collaborative inquiry or personal inquiry process. Through question development, students will create inquiries with breadth and depth that are compelling.*

Students will be able to...

- Identify and use the terminology of inquiry and identify the elements foundational to all inquiry
- Compare and evaluate a variety of research methodologies for purpose and accuracy
- Analyze and evaluate topics and options
- Develop compelling questions that are generative, interesting (to self and others) and is challenging to answer
- Develop a subset of questions that both hone in on and broaden the overarching inquiry.
- Critically and skeptically analyze questions, and examine:
 - o evidence (how do we know what we know?)
 - o pattern and connection (what causes what?)
 - o supposition (how might things have been different?)
 - o why it matters (who cares?)
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry
- Express findings by curating (careful selection of artifacts and information for the “narrative” or artifact)
- Reflect on learning for next steps, and further question identification

Curricular Competencies – Elaborations

Stage Two: Inquiry Design - *Designing and executing a personal and/or collaborative inquiry plan from inception.*

Students will be able to....

- Analyze and evaluate topics and options for their generative capacity
- Develop questions and evaluate these questions
- Investigate and gather data through various methods – print and digital research, connecting with experts, personal study, experimentation etc.
- Organize and theme gathered data/evidence/information
- Synthesize and construct learning from inquiry express findings by curating (careful selection of artifacts and information for the “narrative” or story)
 - o Reflect on learning for next steps, and further question identification

Stage Three: Inquiry Facilitation – Students will learn to collaborate to support and provide effective feedback to the inquiry process of others.

Students will be able to ...

- Separate feedback about their work from personal criticism
- Identify points throughout the inquiry process when support is required and who or what resource will best meet the need
- Contribute to the inquiry process of others and collaborate to develop a plan of action for moving the inquiry forward
- Identify and articulate aspects of the inquiry process that are effective and aspects of the work that require more detail, are confusing/vague/unsupported
- Prioritize components that require further attention

Content – Elaborations

Content will be connected to focus of collaborative inquiry. These inquiries focus on content from a variety of curricular areas. These collaborative inquiries represent intensive, immersive focus of specific content areas across the curriculum. This course is driven by curriculum competencies that transcend subject areas and are applicable to any area of study. Content may be drawn from ADST/Fine Arts, Humanities, Math and Sciences, Physical Education and Languages.

* *See project examples from previous descriptions [here](#).*

Recommended Instructional Components:

All instruction will be conducted in the context of inquiry investigation, analysis, application, exhibition and reflection.

- Inquiry stance as primary process for instructional engagement with a variety of content – student selected, teacher identified and/or mandated by curriculum
 - On-going nature of the inquiry cycle as initial questions lead to greater questions which lead to the need for on-going reflection and revision - synthesizing, analyzing, evaluating etc.
 - A variety of individual, partner, small and whole community learning experiences – both face to face and digitally as appropriate to task – principles of effective group work always being utilized
 - Structured dialogue and discourse- synchronously and asynchronously, face to face and digitally
 - Interdisciplinary study
 - Student self-directed, educator supported and facilitated learning plans
 - Use of experts from around the world via virtual connectedness
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- Gradual release of responsibility model supports students as they mature through the grades. Learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills and leadership capacity within the institutes, and have increasing opportunities for individual study. Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding.

Recommended Assessment Components:

Effective formative assessment via clearly articulated and understood learning intentions and success criteria

- Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Student ownership: students as resources for themselves and others – peer and self-assessment
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals
- Development, awareness and action, based upon metacognition intended to lead to learner independence and self- coaching.

Summative Assessment determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement and letter grades based upon dialogue, and evidence of learning
- Letter grades will reflect learning towards the learning outcomes articulated above and criteria provided/agreed upon toward the learning outcomes
- Students will only be assessed on quality work
- Professional judgement and evidence will be used to determine final letter grade in consultation with the student: final mark reflected by student self-assessment

Gradual release of responsibility model supports students as they mature through the grades. Learning within Deep Dives increase in scope, complexity and expectations of students. As students progress from grade to grade, they gradually develop more depth, metacognition skills and leadership capacity within the institutes, and have increasing opportunities for individual study. Students will develop skills and competencies that moves them from a multi-disciplinary(Grade 10), to interdisciplinary (Grade 11) to transdisciplinary(Grade 12) model of understanding.

* *See Immersive Institute assessment conversations framework [here](#).*

* *See Continuum of Integration Skills [here](#).*

Learning Resources:

Additional facilities determined by focus of immersive inquiry institute, but all students will require access to:

- Personal learning device
- Stable wireless
- Broadcasting devices – such as LCD
- Learning Management System (LMS)
- Digital Portfolio tool
- Online digital tools – a variety