

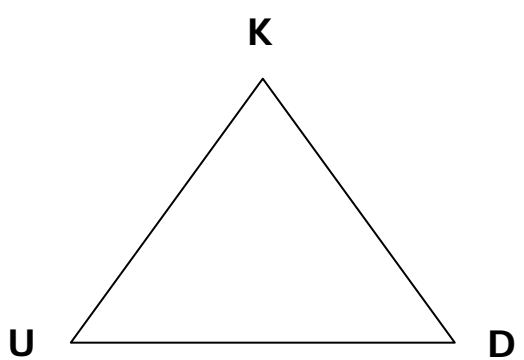
Planning for Inquiry in Science

Unit		Grade	
Developer		Date	

Stage 1: Identify Desired Results

Curricular Outcomes

Choose an outcome, multiple outcomes, or part of an outcome to address for this planning process.

Knowledge Students will know...	Do Students will be able to...
Determine the key knowledge students will acquire upon achieving this outcome.	Determine the key skills students will acquire upon achieving this outcome.
	Understand Students will understand that...
	Determine the specific understandings students will acquire upon achieving this outcome.

Big Ideas

Write one sentence that sums up the “big ideas” or enduring understandings related to this outcome or unit of study.

Questions for Deeper Understanding

Develop 3 – 5 questions that encompass the “big ideas” related to this outcome or unit of study.

Learning Contexts

Develop one or more of the following four contexts to guide student inquiries.

Scientific Inquiry (SI)

Identify the key scientific concepts, principles, laws, and theories related to this outcome.

Technological Problem Solving (TPS)

Identify human and social needs related to this outcome that could be solved by constructing a prototype of a technology.

Cultural Perspectives (CP)

Identify knowledge and ways of knowing related to this outcome that represent First Nations and Métis or other cultures.

STSE Decision-Making (DM)

Identify key issues related to this outcome and determine potential stakeholders.

Stage 2: Determine Evidence of Understanding

Identify the evidence through which students will demonstrate achievement of the outcome and the criteria for judging their understanding.

Stage 3: Develop Learning Plan

Identify the activities, resources, and adaptations that are required to ensure all students achieve the outcome. The learning plan should include methods of identifying prior knowledge and student interests, methods of engaging students with the big ideas related to the outcome, and processes for enabling students to choose the products they will create to demonstrate their understanding and methods of evaluation of those products.

Levels of Inquiry

Identify the levels of inquiry students will use to achieve this outcome.

<i>Level</i>	<i>Students are provided with:</i>
Confirmation	Question, procedure, and results
Structured	Question and procedure
Guided	Question
Open	

Adapted From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development