**Planning for Inquiry in Science**

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| **Unit** |  | **Grade**  |  |
| **Developer(s)** |  | **Date** |  |

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| **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… |
| **D****U****K** | Determine the specific understandings students will acquire upon achieving this outcome. |

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| **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. |

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| **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. |

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| **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.

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| *Level* | *Students are provided with:* |
| Confirmation | Question, procedure, and results |
| Structured | Question and procedure |
| Guided | Question |
| Open |  |

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