

INQUIRY PLANNING TEMPLATE: EXPLAINED

This year's big question: _____

Arc Title: _____

Arc Big Questions: _____

Context & Environment:

Use this space to situate the arc within the context of your school and your students. What are your students interests, passions, and questions? What is most important to your class this year, and to your school community?

Essential Questions

Think about some sub-questions that might guide your inquiry week by week. How can you build towards investigating the big questions of the arc? Have you broken down the questions into smaller pieces to help students access the content and relate to their background knowledge?

Content Goals (student friendly language)

Standards translated into accessible language, which helps to ensure that you continue to keep standards at the center of your inquiry. They are also the basic understanding you will assess for from your students throughout/at the end of the arc.

- I know that....

Arc Inquiry Process Skills

Think about which skills of the inquiry process you'd most like to focus on during this arc with your students. Identify 2-3 skills. How will you teach these skills in a developmentally appropriate manner? How will you document progress on these elements throughout the arc?

[Inquiry Process Skills Rubric](#)

Target Science/Social Studies Standards:

Pull these from NGSS, C3 Framework, or the state-adopted standards your school uses to plan for science and social studies

INQUIRY PLANNING TEMPLATE: EXPLAINED

<p>Provocations <i>This is a place to plan initial ideas for provocations, or experiences, that will spark curiosity about your arc topic and provide insight into students existing knowledge and questions.</i></p> <p><i>What is a provocation? Rather than having a specific academic objective in mind, a provocation is set up with the purpose of prompting questions and theories on the inquiry through new experiences, questions and materials. It also provides the teacher with an opportunity to gather data on how the children are thinking about the inquiry. A provocation typically involves inviting children to take an action based on a question or activity. It is open-ended and therefore open to the children's interpretations. A provocation is followed by a reflective activity (gallery walk, a discussion, etc) or can be revisited the next day through a sharing of work and/or photos.</i></p> <p><i>Examples of types of provocations:</i> <i>Exploring a new material</i> <i>Experiments</i> <i>Observational activities</i> <i>Short investigations</i> <i>Events, Expert Visits, Field Trips</i> <i>Questions</i></p>	<p>Field Trips <i>Plan out any field trips you could take during this arc to spark curiosity and connect learning to real world concepts in your community</i></p> <p>Expert Visitors <i>Think about people you know in your personal and professional networks and/or people you could reach out to in your community who are doing work related to your big questions. Also consider organizations, companies, or neighborhood establishments that might be able to lend expert perspective on your topic.</i></p>		
<p>Home School Connections <i>Instead of traditional homework assignments, we use Home-School Connections as an opportunity for students to engage in short, hands-on tasks that help families learn more about our Inquiry Arc and engage together in our essential questions. This typically takes the form of: activities with family, questions to investigate, books to read, independent research, etc.</i></p>	<p>Inquiry Centers <i>Inquiry Centers are a chance for teachers across the grade level to lead a smaller group of students (6-8) in a provocation that lends itself to the arc's essential questions and opens up additional questions. Students rotate across the centers over several weeks, building on their knowledge as the arc progresses. We included inquiry centers in a 30-minute block during our early-release day, when we co-taught with our Art and Spanish teachers.</i></p>	<p>Vocabulary <i>Identify 6-10 content-based key words you will teach and target throughout the arc. Identify visuals to support English Language Learners</i></p>	<p>Resources:</p> <p><u>Technological:</u></p> <p><u>Primary Sources:</u></p> <p><u>Music:</u></p> <p><u>Art:</u></p> <p><u>Scientific:</u></p>

INQUIRY PLANNING TEMPLATE: EXPLAINED

<p>Classroom Environment <i>Think of the realia, anchor charts, provocation materials, creative building materials, and visual aids you want to have in your classroom during the arc.</i></p>	<p>Specials Integration (ie, Art, Foreign Language, Music, Library, etc) <i>What specials do your students attend? How might you link your arc's big questions to their learning in those classes?</i></p>	<p>ASSESSMENTS <i>What are your strategies for assessment of student learning throughout this arc? What resources will you need to assess formally and informally?</i></p> <p>Pre-Assessments:</p> <p>Formative Assessments:</p> <p>Post-Assessments:</p>
<p>Literacy Connections <i>How does this arc relate to your reading and writing topics? How will you bring in the big questions during reading and writing?</i></p> <p>Mentor Texts/ Read Alouds <i>What books do you want to read to your whole class, both fiction and nonfiction, to build content knowledge and generate questions on the topic?</i></p>	<p>Math Connections <i>How does this arc relate to your math topics? How will you bring in the big questions during math time</i></p>	<p>Integration with Curricular Resources <i>More specifically, are there particular units or lessons in your existing curricular resources that tie well to your arc? How will you sequence other lessons to fit with your inquiry?</i></p> <p>Reading:</p> <p>Writing:</p> <p>Math:</p> <p>Inquiry:</p> <p>SEL:</p>

INQUIRY PLANNING TEMPLATE: EXPLAINED

Arc Phase Overviews

Exploration - <u> </u> weeks	Expression - <u> </u> weeks	Exposition - <u> </u> weeks
<p><i>Use this section to write a narrative-format overview of where you expect the arc may go. Typically, the Exploration phase overview will be more detailed, and next two phases will emerge as the students move through the arc and their interests and ideas develop.</i></p> <p><i>The Exploration phase...</i></p> <ul style="list-style-type: none"> • <i>is teacher + standards driven</i> • <i>provides experiences that expand student background, builds curiosity and elicits data on students' knowledge</i> • <i>contains guiding questions</i> • <i>gathers students' questions</i> • <i>includes a wide variety of experiences</i> 	<p><i>Include in this section some ideas for possible projects or group work students might do during the arc. This might include opportunities for more guided investigations as well as independent investigations on their own questions. Note this will change in response to children's theories and questions that emerge during Exploration.</i></p> <p><i>The Expression phase...</i></p> <ul style="list-style-type: none"> • <i>student driven/ teacher scaffolded</i> • <i>focuses in on the questions students want to dive deeply into</i> • <i>involves identifying questions each student or group of students will research and then design their inquiry project around</i> • <i>is highly emergent - the teacher is scaffolding student choices of how they want to investigate their question.</i> 	<p><i>While you won't know exactly what your Exposition will include, use this space to think about possible directions the arc could go, ideas for final projects (which may change), and ways you hope students will reflect on their learning and teach others. You can also use this space to think about how you will assess for understanding based on students' work presented during Exposition (rubric, performance, portfolio, etc).</i></p> <p><i>The Exposition phase...</i></p> <ul style="list-style-type: none"> • <i>is student driven and student led - by this point they should be the experts</i> • <i>is an opportunity for teachers and students to share learning with families and each other</i> • <i>is about process over project</i> • <i>is about creating something that shares learning and questions the student still wants to explore</i> • <i>focuses on student voice</i>

INQUIRY PLANNING TEMPLATE: EXPLAINED

Arc-Related Student-Level Texts

Use this section to gather and keep track of the student-level reading books you have in your library that relate to the arc content. You'll want students to be engaging with your big questions and learning more about your arc content goals through independent reading, guided reading, and read alouds. Collect books within the range of independent reading levels in your class. You may want to keep these in a separate bin, titled based on your Big Question.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U

INQUIRY PLANNING TEMPLATE: EXPLAINED

Arc Calendar - Use this calendar to plan out the big events of the arc (field trips, visitors, no-school days) as well as the big idea for each day's Inquiry block.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Dates:					
Week 2 Dates:					
Week 3 Dates:					
Week 4 Dates:					
Week 5 Dates:					
Week 6 Dates:					
Week 7 Dates:					
Week 8 Dates:					
Week 9 Dates:					
Week 10 Dates:					
Week 11 Dates:					
Week 12 Dates:					

INQUIRY PLANNING TEMPLATE: EXPLAINED

Week 13 Dates:					
Week 14 Dates:					
Week 15 Dates:					

Weekly Planning

In each weekly planning session, begin with a reflection conversation with your team about the arc's progress, relating it back to both your students' knowledge and questions as well as your content standards. [Guide to Collaborative Inquiry Planning](#)

Week 1 - This Week's Question: _____

Monday - Lesson Title/Big Idea

Lesson/Activity/Provocations

Differentiation strategies:

Materials:

(If co-teaching) Roles for T1/T2:

Tuesday - Lesson Title/Big Idea

Lesson/Activity/Provocations

Differentiation strategies:

Materials:

(If co-teaching) Roles for T1/T2:

INQUIRY PLANNING TEMPLATE: EXPLAINED

Wednesday - Lesson Title/Big Idea

Lesson/Activity/Provocations

Differentiation strategies:

Materials:

(If co-teaching) Roles for T1/T2:

Thursday - Lesson Title/Big Idea

Lesson/Activity/Provocations

Differentiation strategies:

Materials:

(If co-teaching) Roles for T1/T2:

Friday - Lesson Title/Big Idea

Lesson/Activity/Provocations

Differentiation strategies:

Materials:

(If co-teaching) Roles for T1/T2: