Planning Guide

# Planning Guide for Inquiry-Based Thematic Project

This planning guide is designed to help you prepare for an inquiry-based unit that you will assign as a task for your students. It is intended to help you organize and collect all the resources you will need before the unit begins.

## Core Concepts, Lesson Objectives/Goals and Competencies

Indicate the core concept, overall objectives, and curriculum competencies that you will be addressing in this unit.

*Core Concept:*

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**Lesson Objectives/Goals:** What supporting concepts/big ideas will students learn?

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**Provincial or State Competencies/Standards:** What content standards address your supporting concepts?

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**Other Competencies/Standards:** What other competencies/standards will be addressed? Such as cross-curricular or technology competencies.

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## Resources

List the resources that you will make available to students to conduct their research. If appropriate, include *citations* for these resources so that you can find them later.

**Technology Related Resources:** Such as websites, videos, or online encyclopedias.

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**Print-Based Resources:** Such as books, magazines, newspapers or encyclopedias.

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**Associated People Resources:** Such as experts, librarians, parents, or older students.

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**Other:** Such as observations or artifacts.

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## Environment

Determine what needs to be done to your classroom environment to spark the students’ interest.

**Space:**

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**Display**:

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## Learning Experiences

Answer the following questions to determine how you will ensure that students encounter learning experiences throughout the unit.

**Initial Activities:** What initial experiences (activities) will you provide before the unit of study begins to develop common background knowledge and spark curiosity?

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**Acquiring Competencies:** What content specific experiences will you provide (through direct instruction) to ensure that all students acquire the core concept, lesson objectives/goals and curriculum competencies?

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**Engagement:** What essential skills, requiring direct instruction, will you provide to ensure that all students successfully engage in the inquiry process?

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## Formative Evaluation

List how you will determine if students understand the process and have enough information to answer their Big and Little Questions.

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|  | Visual Organizers | | |  |  | Teacher Tip Inform students that   * if they do not have enough information then they need to go back and get more. * if they have too much information then they must decide what is relevant to the Big Question. |
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|  | One-on-one conferences with you | | |  |
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|  | Reflection pieces | | |  |
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|  | Quizzes (not for marks) | | |  |
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|  | Other (indicate) |  | | |
|  |  |  | | |
|  | Other (indicate) |  | | |

At which stage(s) in the unit will you employ these techniques?

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How can you modify your lessons to improve student attainment and success?

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## Measurement and Summative Evaluation

Indicate how you will assess that students understand the learning objective.

How will you measure whether students are achieving the lesson objectives/goals?

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| Lesson objective/goal | Measurement for attaining the objective/goal |
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How will the students communicate what they have learned as a result of their inquiry-based project? Some examples:

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|  | Written report | |  |  | Provide details |
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|  | Oral presentation | |  |  |  |
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|  | Multimedia Presentation | |  |  |  |
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|  | Poster | |  |  |  |
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|  | Diorama | |  |  |  |
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|  | Play | |  |  |  |
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|  | Model | |  |  |  |
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|  | Pamphlet | |  |  |  |
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|  | Other (indicate) |  | |  |  |

Guidelines for Success

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| What criteria will students use to assess how well they have communicated their findings? Have students use a rubric to assess progress during the creation process. This rubric may be teacher-guided, or the students and teacher can also generate it together. | Teacher Tip We have provided a rubric for the *inquiry process* that is available on the teacher resources page. You may use this rubric with your unit or modify it with your students. |

This planning guide is an adaptation of a planning guide from *AT&T/UCLA’s Initiative for the 21st Century Literacies*’ teacher resources. It was modified with permission.