**Statement of Inquiry**

* Combines a 1 key concept, 1-2 related concepts, and 1 global context into a meaningful statement for students and teachers.
* Describes a complex relationship that is worthy of inquiry.
* Explains clearly **what** students should understand and **why** that understanding is meaningful.
* Is an important idea written in an age-appropriate language.

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| **Factual questions**  **What** | **Conceptual questions**  **Why, How, Explore, Analyze** | **Debatable questions**  **Do, Is, Would, Could, Should** |
| • Knowledge/fact-based  • Content-driven  • Can be used to explore terminology in the statement of inquiry | • Lead to deeper disciplinary and interdisciplinary understanding  • Promote transfer to familiar or less familiar situations, issues, ideas and contexts  • Encourage analysis and application | • Enable the use of facts and concepts to debate a position  • Promote discussion  • Can be contested  • Deliberately thought provoking |

**Inquiry Questions Essentials**

* Inquiry questions are drawn from and inspired by the Statement of Inquiry.
* Inquiry questions give shape and scope to a unit of study.
* Inquiry questions provide the scaffolding for students to understand the Statement of Inquiry.
* As the unit progresses, both teachers and students can develop additional questions to explore.

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| **Learning Experiences** | **Teaching Strategies** |
| * What students are doing to explore the Statement of Inquiry and answer the inquiry questions.   + Must be thought provoking.   + Must be engaging.   + Must be open-ended. | * What TEACHERS are doing to facilitate student exploration of the Statement of Inquiry and inquiry questions.   + Guiding questions.   + Mini-lessons.   + Graphic organizers.   + Formative Assessment. |