

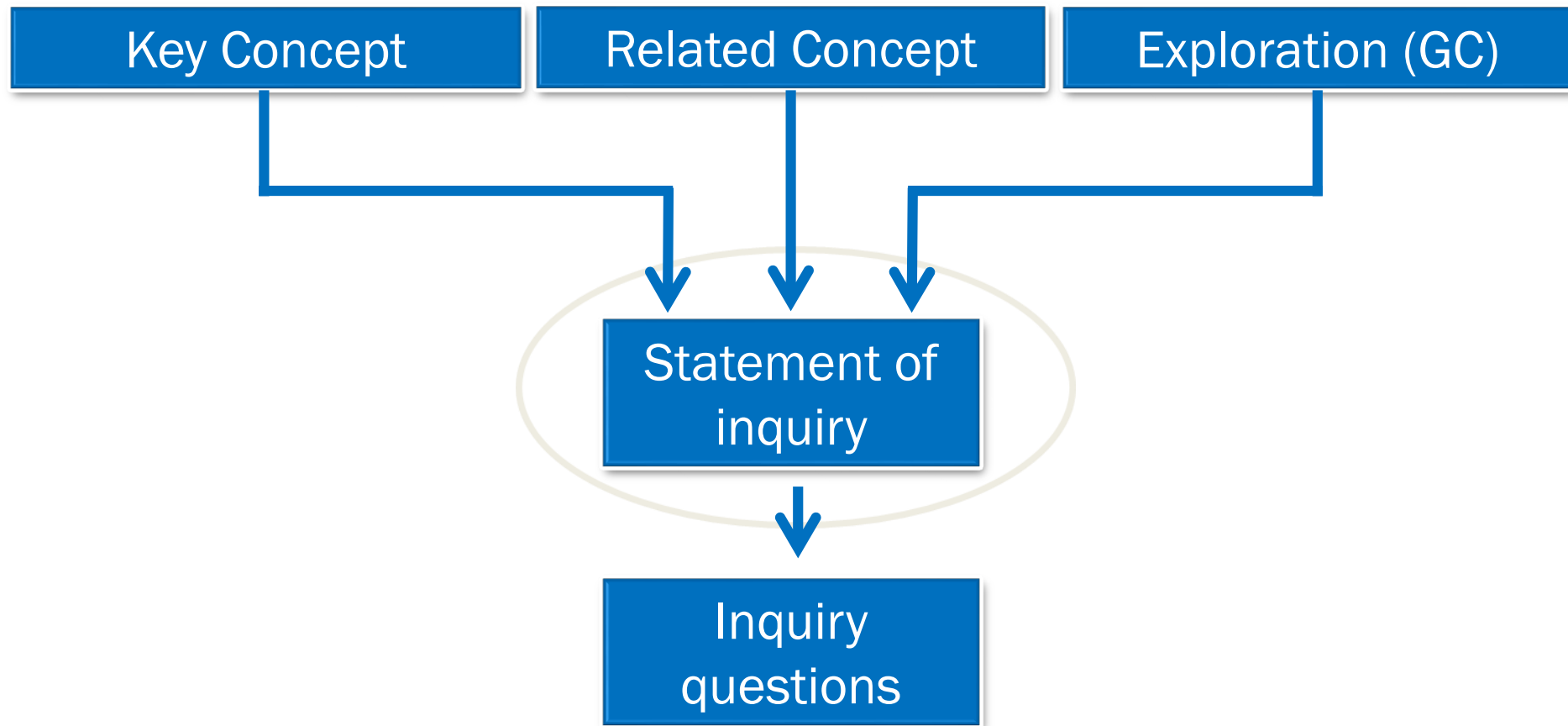
Statement of Inquiry, Inquiry Questions, and Learning Experiences



Statement of Inquiry

- 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.
- Combines a 1 key concept, 1-2 related concepts, and 1 global context exploration into a meaningful statement for students and teachers.
- Is not a formula, and it is ok for the statement to include synonyms. From the Statement of Inquiry, inquiry questions should provide the scaffolding for a student to master the Statement of Inquiry.

Statements of Inquiry



Exemplary Examples

- ∞ Economic **changes** **impact the way of life** of different groups and their **interactions**.
- ∞ **Systems** exist in all **forms** of life and provide **structure** for everyone.
- ∞ Artists can **communicate** in symbols and colors to **express** their own individual **personal identity**.
- ∞ **Interconnectedness** of a **system** can be represented in many **forms**.
- ∞ **Modeling** the **change** in **relationships** can impact **decision making**.
- ∞ People use their **creative** abilities and talents to **explore and interpret their lives and the lives of others**.

Color-coding:

Red = Key Concept

Blue= Related Concept

Green = Global Context

Subject-Specific Example

- ✎ In order to gain power, writers will convey their argument through various text structures.
- ✎ Critical readers understand that historical context and author's perspectives affects readers' interpretations of literary texts and of the concept of truth.

Subject-Specific Example

- ∞ In order to gain **power**, writers will **convey** their **argument** through various text **structures**.
- ∞ **Communication** (Key)
- ∞ **Purpose, Structure** (Related)
- ∞ **Fairness and Development**
 - Power and Privilege (Global)

Subject-Specific Example

- ✎ Critical readers understand that **historical context** and author's **perspectives** affects readers' **interpretations** of literary texts and of the concept of truth.
- ✎ **Perspective** (Key)
- ✎ **Context, Point of View** (Related)
- ✎ **Orientation in time and Space**
 - Heritage(Global)

Inquiry Questions

Factual questions What	Conceptual questions Why, How, Explore, Analyze	Debatable questions Do, Is, Would, Could, Should
<ul style="list-style-type: none">• Knowledge/fact-based• Content-driven• Can be used to explore terminology in the statement of inquiry	<ul style="list-style-type: none">• Lead to deeper disciplinary and interdisciplinary understanding• Promote transfer to familiar or less familiar situations, issues, ideas and contexts• Encourage analysis and application	<ul style="list-style-type: none">• Enable the use of facts and concepts to debate a position• Promote discussion• Can be contested• Deliberately thought provoking

Categorize

Is it factual, conceptual, or debatable?

Answers:

Systems exist in all **forms** of life and provide **structure** for everyone.

1. Factual
2. Conceptual
3. Factual
4. Debatable
5. Conceptual

1. What is a system?
2. To what extent do systems exist for all forms of life?
3. What are three examples of forms of life?
4. Is it our responsibility to maintain systems for other forms of life?
5. How do systems impact forms of life?

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.

Example Inquiry Questions

Systems exist in all forms of life and provide structure for everyone.

- ∞ What is a system?
- ∞ To what extent do systems exist for all forms of life?
- ∞ What are three examples of forms of life?
- ∞ Is it our responsibility to maintain systems for other forms of life?
- ∞ How do systems impact forms of life?

Alignment



Learning Experience

- ✎ 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.

Teaching Strategies

- ✎ What TEACHERS are doing to facilitate student exploration of the Statement of Inquiry and inquiry questions.
 - Guiding questions.
 - Mini-lessons.
 - Graphic organizers.
 - Formative Assessment.