Planning Document

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| Title |  |
| Author |  |
| School, District |  |
| Audience (grade, course) |  |

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| **Curriculum Anchor** | **Notes** |
| Defining the Learning Objectives and Curriculum Connection  Curriculum indicators, performance expectations, and/or learning objectives. |  |
| Describing the Local Context  The issue that will serve as the context for learning.  Click or tap here to enter text. |  |
| Identifying the Driving Question  A broad, open-ended, life-relevant question that is based on the standards/learning objectives. Guides inquiry for the investigation(s) and prompts the development of actionable claims. | Click or tap here to enter text. |

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| **Issue Investigation** | **Notes** |
| Asking Questions, Defining Issues and Problems  Students define the issue, problem, or phenomenon to be investigated and develop questions that are relevant for investigation. | Click or tap here to enter text. |
| Planning and Conducting Investigations  Students develop plans for collecting, analyzing, and communicating information and/or data to help them answer their questions and understand the problem. Students identify and justify appropriate sources of information and/or data, and determine methodologies for the collection of information and/or data. | Click or tap here to enter text. |
| Analyzing and Interpreting Data  Students present and share information and/or data to reveal patterns that indicate relationships. Students apply disciplinary concepts as they analyze and interpret information and/or data to make sense of the issue, problem, or phenomenon. | Click or tap here to enter text. |
| Constructing, Communicating, and Refining Explanations  Students identify, synthesize, and apply evidence from their investigations (for example, measurements, observations, and patterns) to draw conclusions about the driving question. | Click or tap here to enter text. |

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| **Stewardship and Civic Action** | **Notes** |
| Developing a Claim and Identifying Solutions  Students develop a claim based on conclusions drawn in the Issue Investigation. The claim should reflect a problem, challenge, or opportunity that warrants informed action. Students identify and explore solutions to address the problem, challenge, or opportunity reflected in their claim.  Click or tap here to enter text. | Click or tap here to enter text. |
| Designing a Plan and Taking Informed Action  Students design a plan for implementing solutions through informed action in their classrooms, schools, and/or communities. The plans should include criteria for determining the extent to which the action successfully addresses the problem, challenge, or opportunity reflected in the claim. Students implement their plans. | Click or tap here to enter text. |
| Evaluating Action  Students reflect on the action and determine the extent to which it successfully addresses the problem, challenge, or opportunity reflected in the claim. Students share proposals for sustaining or extending the action. | Click or tap here to enter text. |