CONCENTUS INQUIRY PLANNING PLACEMAT (4 steps and stages: Harvey and Daniels, 2009) (cc) BY-NC

Grade, teacher, Title of Unit, subjects, length

Essential Question

Enduring Understandings

Outcomes

Indicators

STAGE 1: IMMERSE (Connecting to Topic)

Invite curiosity, elicit background knowledge, find topics, wonder. Plan a provocation to elicit and make visible students' current knowledge, assumptions, and questions about the topic, to highlight / solicit key concepts, to pose questions which create dissonance – a reason to investigate!

Coaching Questions:
* What would be a good way to start?
* How can you introduce the Essential Question to engage their minds, emotions, and memories?
* Is there a *Making Thinking Visible* routine that could structure this experience?
* How do you envision students interacting with one another?
* How will you record student ideas and questions as they emerge?

STAGE 2: INVESTIGATE (Developing Understanding)

Students seek answers to inquiry questions and the sub-questions that arise in the process of investigation. *Key Skills:* research, organization, synthesis, and critical thinking. Teachers scaffold thinking and interaction. Students practice skills, receive formative feedback, and produce evidence of indicators.

Coaching Questions:
* What would be good ways to deepen students' understanding of the key concepts?
* How can you gradually release responsibility? *What scaffolds will help students seek and sort knowledge to answer their questions?
* What will you accept as evidence that students are "on track" for the outcomes you're targeting?

ENLIGHTENED
EMPOWERED
EMPATHETIC
ETHICAL
ENGAGED

COURAGEOUS CONVERSATIONS

Where will you plan discussions about "hot topics" (usually related to *power and privilege)* in your inquiry?

What *discursive strategies* will structure these conversations?

INFUSING TECHNOLOGY

Where and how can you use technology to support inquiry and citizenship ?

STAGE 3: COALESCE (Apply and Extend)

Students reflect critically the knowledge and skills they have amassed / developed to respond to essential questions. They refine research and thinking using criteria. They consider the authentic tasks that will allow them to share what they have learned while having an impact as a citizen. This involves synthesizing knowledge with a particular purpose, audience, text form, and criteria in mind.

Coaching Questions:
* What answers are emerging?
* What remaining research and refining of thinking needs to happen?
* How do I know?
* What scaffolds will help them to synthesize and shape what they've discovered?
* What specific skills do they need to represent their thinking?
* How are students going to share their knowledge?
* Can you co-construct a rubric with students so they're clear about their targets?

STAGE 4: GO PUBLIC! (Evidence of Learning)

Students share their discoveries and creations with their intended audiences, receive feedback, and reflect on the impact of their inquiry—on themselves as citizens and on the world.

Coaching Questions:
* How can you empower students to connect to "real world" audiences?
* What processes can you use to reflect on the process of inquiry and "going public"?
* Can this learning "carry forward" into learning and student citizenship?

ECCs

Where do students engage with questions and knowledge related to each ECC?

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Resources to Gather

Instructional Materials to Create / Prepare

INFUSING TECHNOLOGY

Where and how can you use technology to support inquiry and citizenship ?

Saskatoon Public Schools
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