FRAMING THE INQUIRY

initial student input...
What do we know students are interested in learning about and doing?
What does THIS group of students need?

System level Curriculum
what connections can be made
(does the context lead itself to standards)

BIG IDEAS - what robust concepts drive this inquiry?

Context for inquiry:
project, problem, event
essential question
Is it worthwhile?

Learning intentions
what do we want students to understand? (How do these understandings link to the 'big idea'...)
to be able to do?
and to be?
How might we know they have learned these things?