



# Planning Document

Title	
Author	
School, District	
Audience (grade, course)	

Curriculum Anchor	Notes
<p><b>Defining the Learning Objectives and Curriculum Connection</b> Curriculum indicators, performance expectations, and/or learning objectives.</p>	
<p><b>Describing the Local Context</b> The issue that will serve as the context for learning.</p>	
<p><b>Identifying the Driving Question</b> 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.</p>	

Issue Investigation	Notes
<p><b>Asking Questions, Defining Issues and Problems</b> Students define the issue, problem, or phenomenon to be investigated and develop questions that are relevant for investigation.</p>	
<p><b>Planning and Conducting Investigations</b> 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.</p>	
<p><b>Analyzing and Interpreting Data</b> 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.</p>	
<p><b>Constructing, Communicating, and Refining Explanations</b> Students identify, synthesize, and apply evidence from their investigations (for example, measurements, observations, and patterns) to draw conclusions about the driving question.</p>	

Stewardship and Civic Action	Notes
<p><b>Developing a Claim and Identifying Solutions</b></p> <p>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.</p>	
<p><b>Designing a Plan and Taking Informed Action</b></p> <p>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.</p>	
<p><b>Evaluating Action</b></p> <p>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.</p>	