

# Correlations between Guided Inquiry Process and Understanding by Design

## Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model Used by Denton ISD	Guided Inquiry Steps and Descriptions <a href="https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm">https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm</a>	TEKS Alignment K-12 (paraphrased) <a href="http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785">http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785</a>	AASL 21st Century Learner Standards <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a>	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased) <a href="http://www.ala.org/acrl/standards/informationliteracycompetency">http://www.ala.org/acrl/standards/informationliteracycompetency</a>
<b>Stage 1:Desired results for the unit</b>				
What is the <b>transfer</b> goal - big idea (T)				
What are the established <b>goals</b> (Standards)? (G)				
What <b>meanings</b> should the students make? (U)				
What <b>knowledge</b> and <b>skills</b> students need to acquire? (K & S)				
What <b>essential questions</b> will students explore? (Q)				
<b>Stage 2: What is the Evidence that Students have met the Desired Results?</b>				
What performances and products will demonstrate evidence of meaning and transfer? (TT)	<b>Share</b> <ul style="list-style-type: none"> <li>•Learn from each other</li> <li>•Share learning</li> <li>•Tell your story</li> </ul>	<b>Research/Organizing and presenting Ideas. ELAR 23, 25, 26C; 23, 25, 26D; 23E</b> •Presents findings in an interesting, meaningful, and consistent format appropriate for the purpose of the research and the audience. •Uses a variety of formats and rhetorical strategies. •Uses appropriate forms of documentation including quotation marks and citations.	<b>3.1.1</b> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. <b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. <b>3.1.5</b> Connect learning to community issues. <b>3.1.6</b> Use information and technology ethically and responsibly. <b>3.2.1</b> Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	<b>IV. 3.</b> Communicate the product or performance effectively to others. <b>IV.3.d.</b> Communicates clearly and with a style that supports the purposes of the intended audience.
What criteria will be used to assess the performance/products?	<b>Evaluate</b> <ul style="list-style-type: none"> <li>•Evaluate achievement of learning goals</li> <li>•Reflect on content</li> <li>•Reflect on process</li> </ul>	<b>Research/Synthesizing. ELAR 22C; 23 D</b> •Critique the research process at each step to implement changes as needed. •Use a variety of evaluative tools to examine the quality of the research.	<b>3.4.1</b> Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. <b>3.4.2</b> Assess the quality and effectiveness of the learning product. <b>3.4.3</b> Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.	

## Correlations between Guided Inquiry Process and Understanding by Design

### Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model Used by Denton ISD	Guided Inquiry Steps and Descriptions <a href="https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm">https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm</a>	TEKS Alignment K-12 (paraphrased) <a href="http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785">http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785</a>	AASL 21st Century Learner Standards <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a>	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased) <a href="http://www.ala.org/acrl/standards/informationliteracycompetency">http://www.ala.org/acrl/standards/informationliteracycompetency</a>
What additional evidence will be collected to demonstrate the growth of understanding? (OE)				
<b>Stage 3: What is the Learning Plan that will help students achieve the desired results?</b>				
Create lesson plans, activities, experiences. (Code learning activities with T=transfer, M=meaning, A= acquisition)	<b>Open</b> <ul style="list-style-type: none"> <li>• Invitation to inquiry</li> <li>• Open minds</li> <li>• Stimulate curiosity</li> </ul>	<b>Research/Research Plan. ELAR 19, 20, 22-25A.</b> Students generate topics, ask open-ended questions and formulate a research question.	<b>1.1.3</b> Develop and refine a range of questions to frame the search for new understanding.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.1.b.</b> Develops a thesis statement and formulates questions based on the information needed.
	<b>Immerse</b> <ul style="list-style-type: none"> <li>• Build background knowledge</li> <li>• Connect to content</li> <li>• Discover interesting ideas</li> </ul>	<b>Research/Research Plan. ELAR 19, 20, 22-25A.</b> Students generate topics, ask open-ended questions and formulate a research question about the major topic.	<b>1.1.2</b> Use prior and background knowledge as context for new learning.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.1.f.</b> Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
	<b>Explore</b> <ul style="list-style-type: none"> <li>• Explore interesting ideas</li> <li>• Look around</li> <li>• Dip in</li> </ul>	<b>Research/Research Plan. ELAR 19, 20, 22-25B.</b> Generate a research plan and decide what sources to use.	<b>1.2.3.</b> Demonstrate creativity by using multiple resources and formats.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.1.c.</b> Explorers general information sources to increase familiarity with the topic.
	<b>Identify</b> <ul style="list-style-type: none"> <li>• Pause and ponder</li> <li>• Identify inquiry questions</li> <li>• Decide on a focus/direction</li> </ul>	<b>Research/Research Plan. ELAR 19, 20, 22-25A.</b> Students generate topics, ask open-ended questions and formulate a research question about the major topic. <b>Research/Synthesizing. ELAR 22, 24-27A.</b> Revise the topic and refine the research question if necessary to refocus the research plan.	<b>1.2.5.</b> Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. <b>1.4.1</b> Monitor own information-seeking processes and adapt as necessary.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.1.d.</b> Defines or modifies the information need to achieve a manageable focus. <b>I.4.a.</b> Reviews the initial information need to clarify, revise, or refine the question. <b>II.4.</b> Refines the search strategy if necessary to <b>(a.)</b> determine whether other systems or methods should be used, <b>(b.)</b> identifies gaps in the information, and <b>(c.)</b> repeats the search if necessary.

## Correlations between Guided Inquiry Process and Understanding by Design

### Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model Used by Denton ISD	Guided Inquiry Steps and Descriptions <a href="https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm">https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm</a>	TEKS Alignment K-12 (paraphrased) <a href="http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785">http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785</a>	AASL 21st Century Learner Standards <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a>	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased) <a href="http://www.ala.org/acrl/standards/informationliteracycompetency">http://www.ala.org/acrl/standards/informationliteracycompetency</a>
	<b>Gather</b> <ul style="list-style-type: none"> <li>•Gather important information</li> <li>•Go broad</li> <li>•Go deep</li> </ul>	<b>Research/Gather. ELAR 20-26A; 20, 24,25 26B; 21, 23,24-26C; 21,23,24,26D;</b> •Gather information from a wide variety of sources, including print, electronic, oral, and authoritative sources. •Distinguish between reliable and unreliable sources. •Use text features. •Record and organize information. •Differentiate between primary and secondary sources. •Differentiate between paraphrasing and plagiarism. •Accurately cite sources.	<b>1.1.4.</b> Find, evaluate, and select appropriate sources to answer questions. <b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry. <b>1.1.9</b> Collaborate with others to broaden and deepen understanding. <b>1.2.3</b> Demonstrate creativity by using multiple resources and formats. <b>1.2.7</b> Display persistence by continuing to pursue information to gain a broad perspective. <b>1.4.3</b> Monitor gather information and assess for gaps or weaknesses. <b>2.2.1</b> Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.	<b>I.</b> The information literate student determines the nature and extent of the information needed. <b>I.2.</b> Identifies a variety of types and formats of potential sources for information. <b>I.2.a.</b> Knows the organization of information. <b>I.2.c.</b> Identifies potential resources in a variety of formats (multimedia, database, website, data set, audiovisual, book). <b>I.2.d.</b> Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical) <b>I.2.e.</b> Differentiates between primary and secondary sources. <b>I.3.a.</b> Determine the availability of needed information beyond local sources. <b>II.</b> The information literate student accesses needed information effectively and efficiently. <b>II.2.</b> Constructs and implements effectively-designed search strategies. <b>II.3.</b> Retrieves information online or in person using a variety of methods - search systems, classification schemes, specialized services, surveys, letter, interviews, etc. <b>V.</b> Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. <b>V.1.</b> Understands many of the ethical, legal and socio-economic issues surrounding information and information technology. <b>V.2.</b> Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources. <b>V.2.e.</b> Legally obtains, stores, and disseminates text, data, images, or sounds. <b>V.2.f.</b> Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own <b>V.3.</b> Acknowledges the use of information sources in communicating the product or performance.

## Correlations between Guided Inquiry Process and Understanding by Design

### Guided Inquiry Process Alignment with Standards

Understanding by Design Curriculum Planning Model Used by Denton ISD	Guided Inquiry Steps and Descriptions <a href="https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm">https://comminfo.rutgers.edu/~kuhlthau/guided_inquiry_design.htm</a>	TEKS Alignment K-12 (paraphrased) <a href="http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785">http://www.tea.state.tx.us/index2.aspx?id=6148&amp;menu_id=720&amp;menu_id2=785</a>	AASL 21st Century Learner Standards <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a>	ACRL Information Literacy Competency Standards for Higher Education, 2000 (currently under revision) (paraphrased) <a href="http://www.ala.org/acrl/standards/informationliteracycompetency">http://www.ala.org/acrl/standards/informationliteracycompetency</a>
How will the lesson plans help students with acquisition of knowledge, meaning making, and transfer?	<b>Create</b> <ul style="list-style-type: none"> <li>•Reflect on learning</li> <li>•Go beyond facts to make meaning</li> <li>•Create to communicate</li> </ul>	<b>Research/Synthesizing. ELAR 22, 24,25B; 22C.</b> •Evaluate the relevance to the topic, reliability, validity and accuracy of the sources. •Evaluate the research process to implement changes as needed. <b>Research/Organizing and presenting Ideas. ELAR 23, 25-28A; 23, 25, 26B; 25, 26D.</b> Compiles information, draws conclusions, summarizes findings, and develops an argument that incorporates the complexities and discrepancies in the information.	<b>1.1.5</b> Evaluate information found on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. <b>1.1.7.</b> Make sense of information gathered from diverse sources by indentifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. <b>1.2.4.</b> Demonstrate a critical stance by questioning the validity and accuracy of all information. <b>2.1.1</b> Apply ciritcal thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new undrestandings, draw conclusions, and create new knowledge. <b>2.1.2</b> Organize knowledge so that it is useful. <b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigation. <b>2.1.4</b> Use technology and other information tools to analyze and organize information. <b>2.1.5</b> Collaborate with others to exchange ideas, develop understandings, make decisions, and solve problems. <b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. <b>2.2.4</b> Demonstrate personal productivity by completing products to express learning.	<b>IV.</b> The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. <b>IV.1.</b> Applies new information to the planning and creation of a product or performance. <b>IV.2.</b> Revises the development process for the product or performance. <b>IV. 3. a.</b> Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience. <b>IV.3.b.</b> Uses a range of information technology applications in creating the product or performance
How will the unit be sequenced and differentiated to optimize achievement for all learners?				