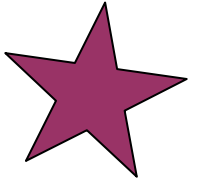
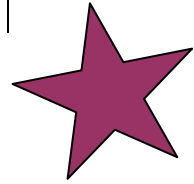


The Points of Inquiry – Collaborative Planning Guide for **Secondary**



| INQUIRY-BASED READING | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT AND WONDER | |
| INVESTIGATE 8-10 | <ul style="list-style-type: none"> understand the relationship between information and the medium in which it is presented recognize the differences between implicit and explicit messages understand the difference between fact and opinion |
| 11-12 | <ul style="list-style-type: none"> understand the difference between fact and opinion evaluate strengths and weaknesses of various forms of media understand the difference in purpose and style of a variety of newspapers, journals and magazines |
| CONSTRUCT | <ul style="list-style-type: none"> identify supporting details and understand how they are used to support a point of view or thesis write a précis; write a clear thesis statement develop a working plan or outline that supports the main idea and organizes the subtopics or supporting details logically |
| EXPRESS | <ul style="list-style-type: none"> articulate different points of view use techniques of summarizing, paraphrasing, and quoting show evidence of original thought understand the difference between personal opinion and thesis statement |
| REFLECT | |

| | |
|------------------------------------------------|------------------------------------------------|
| Grade Level: _____ Block(s): _____ Date: _____ | |
| Teacher(s): _____ Teacher-Librarian: _____ | |
| Timeline: | Theme or Topic: |
| Inquiry Learning Outcomes: | Content Learning Outcomes: |
| Learning Activities: | Assessment: |
| Strategies and Tools: | Learning Resources (print, electronic, other): |

| INQUIRY-BASED LEARNING | |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT AND WONDER | |
| INVESTIGATE 8-10 | <ul style="list-style-type: none"> evaluate resources and information critically for perspective, purpose, currency, authority, relevance, coverage, and quality check for reliability and credibility of a source understand the differences between various tools and resources for searching, and use each appropriately prioritize resources by usefulness use different kinds of resources to expand and verify information interpret information from graphic representations, statistics and media sources develop graphic organizers to record and organize information report sources in a Works Cited format use information responsibly |
| 11-12 | <ul style="list-style-type: none"> access government documents as sources of information understand the differences between search engines, search directories, and metasearch engines, and use each appropriately use Works Cited and bibliographies as resources to find additional information |
| CONSTRUCT | <ul style="list-style-type: none"> adapt an inquiry plan to own learning style find and use newly available online tools use a variety of note-taking strategies to develop paragraphs in own words consider and select an appropriate product for presentation |
| EXPRESS | <ul style="list-style-type: none"> integrate various formats of communication act as an expert and teacher in presenting information know the consequences of plagiarism understand the impact of design on visual presentations |
| REFLECT | <ul style="list-style-type: none"> reflect upon personal change of ideas and perspectives apply constructive criticism and comments from peers and instructors to future inquiry access how new skills, strategies, tools, and resources influence learning |