Inquiry Design Model (IDM) Blueprint (LICSS Adapted)

Content Standards (Content Specifications / Conceptual Understandings):
Step 1: Start with the Framework! What will be the focus of the Inquiry Unit?
Inquiries should be grounded in a conceptual understanding or content specification from the Social Studies Framework.

Compelling Question (CQ):
Step 2: Develop the Compelling Question
Social Studies inquiry begins with a student-centered question (Compelling Question) and ends with student arguments (Summative Performance Task). Key characteristics of an effective Compelling Question: Intellectually challenging; relevant / based on students' interests; and open-ended for argument development. Compelling Questions are similar to Essential Questions but are based specifically on your Social Studies students' interests.

CQ Argument Stem 1:	CQ Argument Stem 2:	CQ Argument Stem 3:
Step 3: Write out argument stems based on the Compelling Question.		
Argument stems provide the range of ways that students might respond to the Compelling Question. Developing Argument Stems provides a "pressure test" of the Compelling Question to insure that it can lead to different arguments at the conclusion (Summative Performance Task) of the Inquiry.		

Staging the Question
Step 4: Develop a motivational introduction for the Compelling Question / Inquiry Unit.

Supporting Question 1:	Supporting Question 2:	Supporting Question 3:
Step 5: Develop Supportive Questions (content-based) for the Inquiry Unit.		
If Compelling Questions are about developing arguments, Supportive Questions are about explanations. Supportive Questions are similar to the classic AIM question – more content-based and factual.		

Featured Source 1:	Featured Source 2:	Featured Source 3:
Step 6: Identify and edit sources that connect with corresponding Support Questions		
There are three characteristics of sources consistent with the Inquiry approach: Information, composition, and perspective or bias. In terms of preparing sources for inquiry, think about: selecting (ex. perspectives), adapting (ex. excerpting), and scaffolding (ex. support)		

Formative Performance Task 1:	Formative Performance Task 2:	Formative Performance Task 3:
Step 7: Create Formative Performance Tasks (skill-based) that connect to corresponding Featured Sources and Supporting Questions.		
Each Formative Performance Task should be directly connected to a corresponding Featured Source. "Tasks" are not teacher created instructional strategies – they are students demonstrating what they know (SS content) and are able to do (SS skills).		

Related Social Studies Practices (Skills):
Step 8: Cite the specific Social Studies Practices reflected in the Formative Performance Tasks.

Summative Performance Task (Argument Prompt):
Step 9: Create the opportunity for students to respond to the Compelling Question with an argument and supportive evidence from the Inquiry Unit.
"Construct" an argument in the inquiry design model allows flexibility beyond students always writing (e.g., creating a model). Criteria for evaluating students' summative arguments: clearly stated, coherent, evidence w/ analysis, a "so what," and content accuracy.

Taking Informed Action:
Step 10: Design an opportunity for students to apply the knowledge acquired in the unit by acting on *the central problem / issue*.
It is important for students to understand their role in the larger issue. In the IDM, "Taking Informed Action" has 3 steps: Understand the problem; assess the problem; take action on the problem.

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CQ Argument Stem 1:	CQ Argument Stem 2:	CQ Argument Stem 3:
Staging the Question		
Supporting Question 1:	Supporting Question 2:	Supporting Question 3:
Featured Source 1:	Featured Source 2:	Featured Source 3:
Formative Performance Task 1:	Formative Performance Task 2:	Formative Performance Task 3:
Related Social Studies Practices (Skills):		
Summative Performance Task (Argument Prompt):		
Taking Informed Action:		

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