Problem Statement: Inquiry-based pedagogy holds enormous promise for students in terms of building content knowledge, disciplinary literacy, and engagement. However, few teachers use or have access to high-quality instructional materials that enable them to effectively implement inquiry in the social studies classroom. inquirED's Inquiry Journeys addresses this need with an inquiry-based social studies curriculum that centers students and builds their knowledge and disciplinary literacy over a series of sustained, structured investigations.

sustained, structured investigations. **OUTCOMES** INPUTS **ACTIVITIES OUTPUTS Short-Term** Intermediate Long-Term **STUDENTS** inquirED provides: » Students transfer schema and disciplinary Social studies curriculum » Students participate in sustained, structured literacy to novel contexts inside and outside that supports studentinquiry (Alfieri et al., 2011; Lazonder & of school » Students build content knowledge, centered instruction and Harmsen, 2016). » Students build schema for concepts and vocabulary, and disciplinary literacy. » Students achieve grade-level proficiency in sustained, structured vocabulary that transfer across course »Students engage with textual, visual, and social studies. » Students use disciplinary literacy to engage modules. audiovisual sources that build content with sources and communicate conclusions. » Students demonstrate increased proficiency » Students use disciplinary literacy to Teacher materials that knowledge, vocabulary, and disciplinary in reading, writing, speaking, and listening. » Students develop an increasing awareness provide Curriculum-Based literacy understand, analyze, and evaluate various » Number of core and extension lessons Professional Learning of the relevancy of social studies topics and sources from multiple perspectives in order » Students consider multiple perspectives in completed »Students participate in content-rich make connections to their own lives and to draw evidence-based conclusions (Brugar, (CBPL) through daily lesson situations inside and outside of school. structured thinking routines and discussion » Number of sources accessed context (McCombs et al., 2008). 2016; Nokes, 2014). plans and slide decks: protocols (Causey & Spencer, 2024; Jirout & » Students demonstrate increased guidance for planning. » Number of formative and summative » Students build proficiency in understanding » Students become increasingly motivated and engagement in learning about historical, and creating classroom assessments completed civic ideals and using civil discourse. curious about social studies topics. geographical economic and civic issues in » Students ask questions, use civil discourse, displays and other artifacts » Summative assessment results the world around them consider multiple perspectives, and draw » Students internalize thinking routines and » Students take increasing responsibility in of learning; and embedded identifying challenges within their own discussion protocols implementation and evidence-based conclusions » Inquiry Wall and anchor chart results » Students are informed and engaged civic context and take informed action (Nicotera, differentiation supports participants. »Students give, receive, and apply feedback. » Students develop an understanding of their » Taking Informed Action results 2008) own agency as civic participants (Nicotera, » Students consistently use metacognitive »Students take informed action in a Student materials, including » Students build metacognitive skills in strategies to monitor and adapt their purposeful public response to a challenge sources, handouts, and monitoring, reflection, and self-regulation learning with minimal assistance. raised during or as a result of their learning. » Students develop emergent awareness of other manipulatives in order to take increasing ownership of their own thinking processes and learning » Students consider what they know and » Students complete formative and summative their learning. strategies. Live, in-person, and don't know, and actively seek out missing assessments of content knowledge and asynchronous options for information (Causey & Spencer, 2024; Jirout disciplinary literacy. onboarding, professional & Klahr, 2020). learning, and support resources that cover topics like inquiry-based teaching strategies, models **TEACHERS** of successful curriculum implementation and use of inquirED's digital » Teachers internalize an inquiry-based » Teachers select, plan, and customize teacher and student-facing approach to learning that can transfer to » Teachers understand the nurnose and » Teachers implement the curriculum with lessons using embedded Curriculumapplications. other disciplines benefits of student-centered, inquiry-based increasing fidelity Based Professional Learning resources » Number of core and extension lessons social studied curriculum. » Teachers advocate for the use of inquiry in in adherence to district implementation » Teachers reflect on their teaching practice completed Guidance to school leaders other contexts or with other people. guidance and student needs. » Teachers use CBPL, onboarding, professional and engage with CBPL, professional learning, and support in establishing » Number of formative and summative learning, support resources, and district and support resources when needed. conditions for successful » Teachers deliver lessons using procedures » Teachers use differentiation and assessments completed guidance to increase knowledge about implementation outlined in lesson plans. customization more successfully in order » Teachers use a variety of formative » Number and nature of onboarding. implementing an inquiry-based social to meet students' needs (McCombs et al., and summative assessment formats » Teachers assess students using formative professional learning, and support resources studies curriculum (Arias, et al., 2017). Periodic collaboration with increased effectiveness that meet and summative assessments. opportunities for district » Teachers understand the purpose and use of instructional needs and offer students » Teachers use assessment data and district leaders to reflect on current » Teachers engage with onboarding. assessment in an inquiry-based curriculum. choice guidance to determine effective methods of implementation and plan professional learning, and support resources. differentiation and customization to meet for future actions SCHOOL, DISTRICT, and IMPLEMENTATION LEADERS

School districts provide:

inquirED subscription

Technology, including internet connection and physical devices for teachers

Time allocations for teachers, and implementation and district leaders to engage in instruction, planning, onboarding, professional learning, and support resources

- » School, district, and implementation leaders engage with onboarding, professional learning, and support resources
- » Implementation leaders create implementation plans and other districtlevel guidance that address conditions
- » School, district, and implementation leaders reflect on current implementation and plan future actions.
- » School, district, and implementation leaders analyze data and plan for additional data collection.
- » Number and nature of onboarding, professional learning, and support resources accessed
- » District and/or school-level implementation plans and other district-level guidance
- » Implementation-related data collected
- » School, district, and implementation leaders understand the purpose and benefits of an inquiry-based social studied curriculum.
- » School, district, and implementation leaders understand the different roles and steps involved in implementing the curriculum.
- »School, district, and implementation leaders understand the importance of data collection and usage in improving implementation.
- » School and district leaders support teachers in implementing the inquiry-based social studies curriculum with increasing effectiveness.
- » School, district, and implementation leaders use data to improve implementation.
- » School, district, and implementation leaders advocate for inquiry-based curriculum.
- » The school and/or district uses inquirybased educational models in social studies and other disicplines..
- » School, district, and implementation leaders work toward continuous improvement in the implementation of the curriculum.

References

- Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning?. Journal of Educational Psychology, 103(1), 1-18.
 - "With the random effects analysis, the 56 studies had a mean effect size of d = .30 (95% CI = .15/.44), indicating that enhanced-discovery methods led to greater learning than did comparison methods of instruction."
- Arias, A. M., Smith, P. S., Davis, E. A., Marino, J. C., & Palincsar, A. S. (2017). Justifying predictions: Connecting use of educative curriculum materials to students' engagement in science argumentation. Journal of Science Teacher Education, 28(1), 11-35. https://doi.org/10.1080/1046560X.2016.1277597
 - "In conclusion, the differences between the classrooms in which teachers had the educative features and the classrooms in which teachers did not have the educative features suggest that educative curriculum materials can influence student learning of science practices integrated with science content."
- 3. Brugar, K. A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. Journal of Education, 196(2), 101-110. https://doi.org/10.1177/002205741619600207
 - "The explicit disciplinary instruction that focused on historical content, and included content area and disciplinary literacy skills and strategies, enabled students to effectively explore historical content during the unit and demonstrate content knowledge on the post-assessments."
- 4. Causey, C., & Spencer, A. (2024). Student-generated questions: An exploration of an instructional strategy with young children. Thinking Skills and Creativity, 53, 101608. https://doi.org/10.1016/j.tsc.2024.101608
 - "This study reveals a positive and statistically significant improvement in the pattern of student questions between the pre-and post-test, indicating a positive development in their questioning skills."
- 5. Jirout, J., & Klahr, D. (2020). Questions-and some answers-about young children's questions. Journal of Cognition and Development, 21(5), 729-753. https://doi.org/10.1080/15248372.2020.1832492
 - "We found that even preschoolers could generate questions both for problem solving and learning, and they could identify the effectiveness of questions (i.e., whether they were helpful or not-helpful). Performance on all question-asking tasks improved between kindergarten and first grade..."

- Lazonder, A. W., & Harmsen, R. (2016). Meta-analysis of inquiry-based learning: Effects of guidance. Review of Educational Research, 86(3), 681-718. https://doi.org/10.3102/0034654315627366
 - "The obtained findings confirm the first hypothesis that guidance has a significant positive effect on inquiry learning activities, performance success, and learning outcomes."
- McCombs, B. L., Daniels, D. H., & Perry, K. E. (2008). Children's and teachers' perceptions of learner-centered practices, and student motivation: Implications for early schooling. The Elementary School Journal, 109(1), 16-35. https://doi.org/10.1086/592365
 - "As expected, young children's reports of their teachers' efforts to create positive interpersonal relationships ("My teacher cares about me") were related to their interests and perceived competencies, but so too were their perceptions of their teacher's motivational support ("My teacher asks me what I want to learn about") and facilitation of thinking and learning ("My teacher gives me work that makes me think hard")."
- Nicotera, N. (2008). Building skills for civic engagement: Children as agents of neighborhood change. Journal of Community Practice, 16(2), 221-242. https://doi.org/10.1080/10705420801998045
 - "...young people in the sample increased their awareness of the need to help out in the neighborhood as well as their general sense that fixing problems in the neighborhood is the work of "everybody." Their recognition of their capacity to make change also increased as noted in plans for helping as they get older as well as in their willingness to take time out from an activity to help others."
- Nokes, J. D. (2014). Elementary students' roles and epistemic stances during document-based history lessons. Theory & Research in Social Education, 42(3), 375-413. https://doi.org/10.1080/00933104.2014.937546
 - "one of the important findings of this study was that students saw themselves in a different, more actively critical role when participating in document-based lessons."
 - "However, one of the important findings of this study is that students, even as young as fifth grade, are able to think about history in ways that are more historian-like when they are given opportunities to work with documents to solve historical controversies and are taught explicitly about historical methods and heuristics."