

Louisiana Believes

## 2019-2020 Louisiana Guide to Piloting inquiryHub: Biology

This document provides guidance to assist Biology teachers with the piloting of inquiryHub Biology units. This guidance document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) so that we may use your input when updating this guide.

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## Overview of inquiryHub

### Scope and Sequence

The units in inquiryHub include bundles of performance expectations that are built around an anchor phenomenon. The scope and sequence integrates the inquiryHub curriculum and the [Louisiana Biology Sample Scope and Sequence](#). The scope and sequence does not illustrate the only appropriate sequence to teach the units. The units can be organized into different learning sequences and the performance expectations can be bundled around different phenomena

### Unit Design

The inquiryHub units are intentionally designed to provide students the opportunity to incrementally make sense of phenomena to build understanding and abilities over time through a coherent storyline. Modification to the sequence or content of lessons within these units could undermine the design, and therefore should be approached with much caution and careful consideration.

### Unit Format: Deeply Digital

The inquiryHub materials are developed from the ground up as a digital unit for both teachers and students. inquiryHub materials are deeply digital, which means that all teaching and learning materials were developed, created, and tested for a digital environment designed to interact seamlessly with one another through hyperlinks. Certain materials, such as student handouts, are designed to be easily printed.

iHub Biology's curriculum undergoes continuous improvement based on the feedback and active participation of classroom teachers and based on science and education research that informs best practices.

The best practice for using the curriculum is for teachers to avoid printing physical copies as much as possible. All materials and resources for inquiryHub are in a Google Drive folder that can be accessed via any web browser and can be bookmarked, downloaded, copied, and even edited as needed (see [Open Source Materials: Licensing](#)).

### Contact

For questions or requests for additional information on the inquiryHub materials, contact [inquiryHub@colorado.edu](mailto:inquiryHub@colorado.edu).

Sample Scope and Sequence

	Unit 1 Evolution	Unit 2 Genetics & Heredity	Unit 3 Ecosystems	Optional From Molecules to Organisms	Optional Genetics & Heredity
<b>Unit Focus Question</b>	Why don't antibiotics work like they use to?	How can Science help make our lives better?	How do small changes make big impacts on ecosystems?	Why do vaccines only kill some viral strains?	Why do some people with the sickle cell trait have immunity to malaria?
<b>Standards</b>	HS-LS3-1 HS-LS4-1 HS-LS4-2 HS-LS4-3 HS-LS4-5 HS-LS4-4* HS-LS1-8*	HS-LS1-1 HS-LS1-4 HS-LS3-1 HS-LS3-2 HS-LS3-3	HS-LS1-2 HS-LS1-3 HS-LS1-4 HS-LS1-5 HS-LS1-6 HS-LS1-7	HS-LS1-1 HS-LS1-2 HS-LS1-3 HS-LS1-8*	HS-LS1-4 HS-LS3-1 HS-LS3-2 HS-LS3-3 HS-LS4-3* HS-LS4-4*
<b>Resources</b>	<a href="#">Evolution Landing Page</a>	<a href="#">Genetics Landing Page</a>	<a href="#">Ecosystems Landing Page</a>	<a href="#">Louisiana Scope and Sequence</a>	<a href="#">Louisiana Scope and Sequence</a>

\*HS-LS4-4 and HS-LS1-8 are not addressed by the Inquiry Hub Evolution unit. These performance expectations can be addressed by incorporating the Louisiana Biology Sample Scope and Sequence units as needed.

inquiryHub Units (Orange); Louisiana Sample Scope and Sequence Units (Green)

### Alignment EAGLE 2.0

The EAGLE 2.0 online tool supports formative assessment in the classroom and can be used in conjunction with inquiryHub assessment guidance to enhance teaching and learning. [A Teacher’s Guide to LEAP 360](#) provides an overview of the online tool and information on how to access the science EAGLE assessment items. The assessment items that are included in this guidance can be used immediately following a unit of study to help measure student progress.

Biology	EAGLE Discrete Items	EAGLE Item Sets and Practice Test Items
Evolution	998030 (HS-LS4-1) 998021 (HS-LS4-2) 998023 (HS-LS4-3)	Toad (HS-LS4-5) Adaptations I (HS-LS4-4, HS-LS4-5) Adaptations II (HS-LS4-4, HS-LS4-5)
Genetics	Sickle Cell Trait (HS-LS1-1) 998029 (HS-LS1-4) 1014817 (HS-LS3-3)	Genes (HS-LS1-4, HS-LS3-1) Scales and Feathers (HS-LS4-1, HS-LS1-1) Primate Traits (HS-LS3-1, HS-LS3-2)
Ecosystems	1014809 (HS-LS1-2) 998022 (HS-LS1-3) Blood Sugar Levels (HS-LS1-3) 1014813 (HS-LS1-5) 1014814 (HS-LS1-7) Goldfish (HS_LS2-1)	Carbon Dioxide (HS-LS2-6) Wolves (HS-LS2-1, HS-LS2-6) Alaskan Salmon (HS-LS1-6, HS-LS1-4) TonewoodTrees (HS-LS1-7, HS-LS2-4) Banded Snails (HS-4-5, HS-LS4-4) Kit Fox Ecology (HS-LS2-1, HS-LS2-7)
Optional From Molecules to Organisms	Sickle Cell Trait (HS-LS1-1) 1014809 (HS-LS1-2) 998022 (HS-LS1-3) Blood Sugar Levels (HS-LS1-3)	
Optional Genetics and Heredity	998029 (HS-LS1-4) 998023 (HS-LS4-3)	Primate Traits (HS-LS3-1, HS-LS3-2)

## inquiryHub Materials: Access and Purchasing Information

### Print Materials: Teacher and Student Edition Print Packages

Educators piloting inquiryHub may choose to download the open source [Printable Materials Packages for iHub Biology](#). The Printable Materials Packages for iHub Biology (e.g. printed copies of Teacher Edition and Student Edition booklets) are also available for purchase from [COPRESCO](#) and [FedEx](#).

inquiryHub developers recommend that any printed teaching and learning materials should be considered a companion, that is, a supplement to the use of the digital teacher-facing materials as the primary teaching resource, since printed materials lack hyperlinks and most recent updates.

### Kit Materials

Educators piloting inquiryHub may assemble their own kit materials. The material lists for the [Evolution Unit](#), [Genetics and Heredity Unit](#), and [Ecosystems Unit](#) provide an overview of the standard equipment, specialized equipment, basic consumables, and specialized consumables that teachers will need to effectively implement the units of study.

## Professional Development

Teachers are better positioned to support students’ meaningful growth when they have access to initial and on-going professional development that helps them utilize quality curriculum effectively. inquiryHub materials are freely accessible online. However, we highly recommend that all teachers participating in the pilot undergo at minimum, an **Initial inquiryHub Training**, which is designed to build teachers’ familiarity with the structure, approach, and key components of the curriculum.

OpenSciEd PD Provider	Contact	Initial Trainings	Follow-up Trainings	District Specific Trainings	Open Enrollment Events
University of Colorado at Boulder	<a href="mailto:inquiryHub@colorado.edu">inquiryHub@colorado.edu</a>	✓	✓	✓	

For additional information, contact [inquiryHub@colorado.edu](mailto:inquiryHub@colorado.edu).