

Louisiana Believes

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 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. 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.

Sample Scope and Sequence

	Unit 1 Evolution	Unit 2 Genetics & Heredity	Unit 3 Ecosystems
Unit Focus Question	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?
Standards	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-LS2-1 HS-LS2-4 HS-LS2-6 HS-LS2-7
Resources	Evolution Landing Page	Genetics Landing Page	Ecosystems Landing Page

†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.

Alignment EAGLE 2.0

The EAGLE 2.0 assessment items support formative assessment in the classroom and can be used in conjunction with inquiryHub’s assessment guidance to enhance teaching and learning. The assessment items below 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	Bacteria & Penicillin (HS-LS1-8) Tay Sachs (HS-LS3-1) Arkansas Whale, Cytochrome C (HS-LS4-1) Irish Lumper, Daphne Major Finches (HS-LS4-2) Blue Gramma, Super Weeds, Elephants (HS-LS4-3) Oil Spill (HS-LS4-4)	Toad (HS-LS4-5) Adaptations I (HS-LS4-4, HS-LS4-5) Adaptations II (HS-LS4-4, HS-LS4-5)
Genetics	Sickle Cell Trait, Zygote (HS-LS1-1) Dolly (HS-LS1-4) Tay Sachs (HS-LS3-1) Sandra Laing (HS-LS3-2) Cystic Fibrosis (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	Runners (HS-LS1-2) Goldfish, Blood Sugar (HS-LS1-3) Elodea Lab (HS-LS1-5) Carb Loading (HS-LS1-7) Mary’s Goldfish, Nutria (HS-LS2-1) Bald Eagle (HS-LS2-4) Seawater Acidity (HS-LS2-6) Salvinia (HS-LS2-7)	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)

Distance Learning

To support school systems, schools, and teachers in ensuring continuous learning in science, the Department will release guidance for implementing inquiryHub Biology in a hybrid or distance learning setting for every available inquiryHub Biology Unit.

Distance learning plans for each unit will contain the following:

- Links to inquiryHub Biology remote learning resources
- Unit guidance
- Detailed lesson-by-lesson guidance, including activities and slides for virtual classes
- Printable lesson slideshows to send home with students

The resources available now are linked below:

- inquiryHub Distance Learning – This document contains links to distance learning support for each unit
- inquiryHub Biology Distance Learning Support Webinar [Slide Deck](#) and [Video](#)
- [Release Schedule for Science Distance Learning](#) – inquiryHub Biology Unit Release Schedule shown below