

**FIGURE 1. Integrating IDEAS Throughout the Curriculum**

THINKING PROCESS	SAMPLE TASK STARTERS	QUESTIONS TO GUIDE STUDENT THINKING
<p><b>Inquiry tasks</b> use engaging questions to spark active, thoughtful investigations that lead to key insights and understandings.</p>	<ul style="list-style-type: none"> <li>• How can plants grow in places where people haven't planted them?</li> <li>• Why did the Renaissance happen where and when it did?</li> <li>• Why might sales of this specific menu item be so poor?</li> <li>• In what ways do the arts both reflect and shape society?</li> <li>• Is it possible for a disease to alter history? How?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I want to understand or explain?</li> <li>• What questions or hypotheses will drive my inquiry?</li> <li>• How will I conduct my investigation?</li> <li>• What have I learned? Why is it important?</li> <li>• What other questions does this raise?</li> </ul>
<p><b>Design challenges</b> ask students to create or invent something that solves a problem, fulfills a need, or improves an existing product/design.</p>	<ul style="list-style-type: none"> <li>• Design a nature-inspired strategy to address a sustainability challenge.</li> <li>• Design the most efficient computer program for executing this task.</li> <li>• Design a fun, fast-paced board game that promotes math-fact fluency.</li> <li>• Design a balanced, 15-minute fitness routine that hotel guests could do in their rooms without equipment.</li> <li>• Redesign your story's opening to make it more engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• What want, need, or problem am I trying to address?</li> <li>• What are the criteria for success?</li> <li>• What ideas or options can I generate?</li> <li>• How can I test/evaluate my ideas? Make them better?</li> <li>• Which of my designs is best? Why?</li> </ul>
<p><b>Evaluation tasks</b> ask students to evaluate items or individuals based on criteria and explain their thinking.</p>	<ul style="list-style-type: none"> <li>• What does it mean to be a friend? Is Frog a good friend to Toad?</li> <li>• Which strategy is better for solving this kind of problem?</li> <li>• Evaluate this list of potential inductees to the Rock &amp; Roll Hall of Fame. Who most deserves to get in? Explain your criteria and decision.</li> <li>• How well-written is this essay? Explain your criteria and decision.</li> <li>• Evaluate which of these inventions had the greatest impact on society.</li> </ul>	<ul style="list-style-type: none"> <li>• What am I being asked to evaluate?</li> <li>• What criteria was I given or should I consider?</li> <li>• How did I use the criteria to guide my evaluation?</li> <li>• What did I conclude and why?</li> </ul>
<p><b>Argument tasks</b> invite students to (1) take and defend a position on a debatable issue and/or (2) critique the arguments of others.</p>	<ul style="list-style-type: none"> <li>• Was the U.S. Civil War inevitable? Could it happen again?</li> <li>• Is nuclear energy more helpful or harmful?</li> <li>• Was the school board right to ban <i>To Kill a Mockingbird</i>?</li> <li>• Should people be allowed to say anything on social media?</li> <li>• Should schools require students to get a COVID vaccine?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the issue?</li> <li>• What are the different sides or positions?</li> <li>• What is my position or claim?</li> <li>• Do I have strong reasons and evidence to support it?</li> <li>• How can I rebut the opposite position?</li> </ul>
<p><b>Systems-analysis tasks</b> require students to identify the parts in a system, analyze how they work together, and understand their importance to the system as a whole.</p>	<ul style="list-style-type: none"> <li>• What are the primary functions of the circulatory system? How do the parts of that system work together to achieve those functions?</li> <li>• What might be the effect of increasing/decreasing the power of an entity ( a branch or department) within a system of government?</li> <li>• Pick a "machine" (e.g., bicycle, Ferris wheel). Identify its parts, explain how they work together, and tell what might happen if one part were missing or damaged.</li> </ul>	<ul style="list-style-type: none"> <li>• What system am I exploring?</li> <li>• What is its function?</li> <li>• What are the parts of this system?</li> <li>• How do the parts work together or affect each other?</li> <li>• How might removing or changing a part affect the system as a whole?</li> </ul>