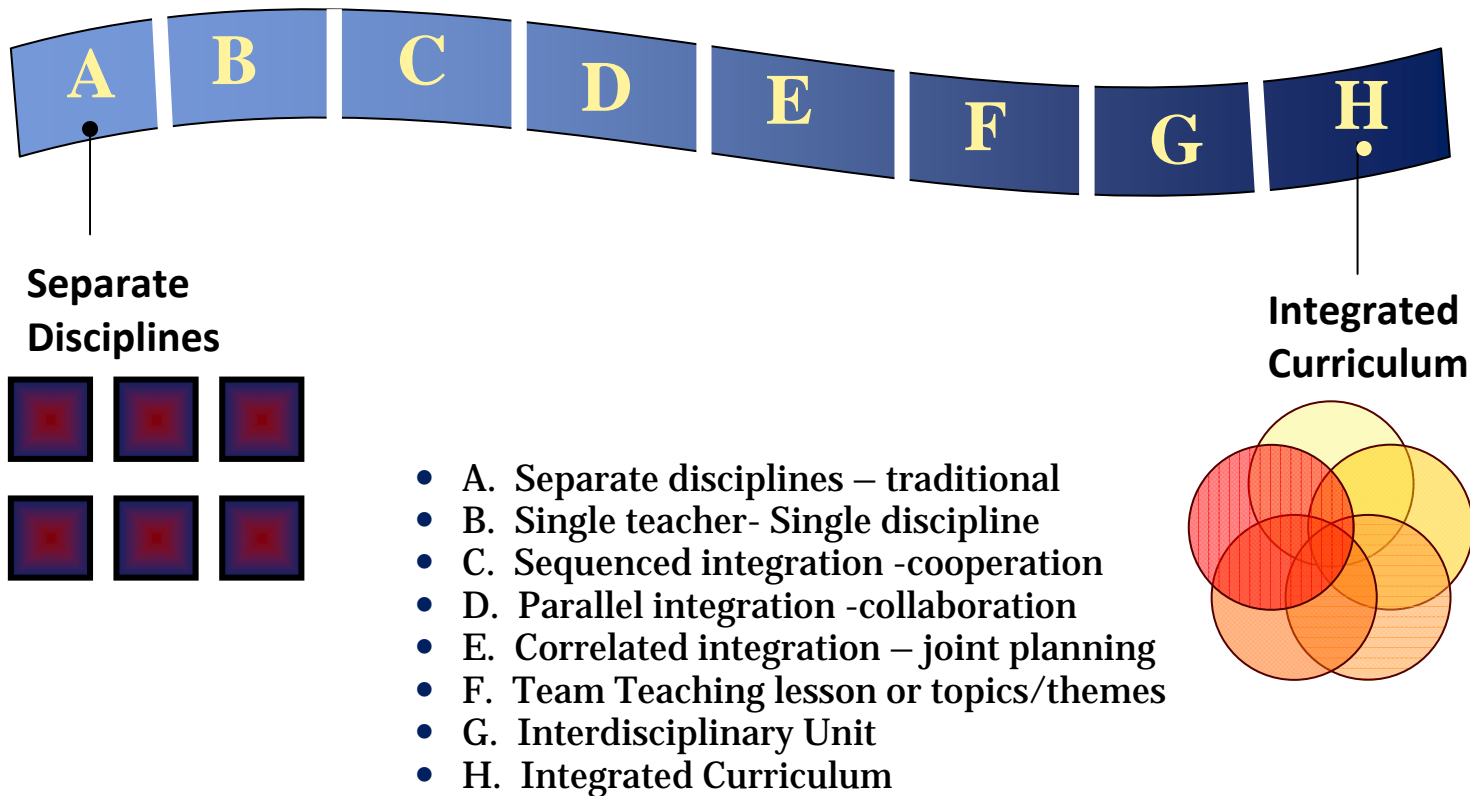
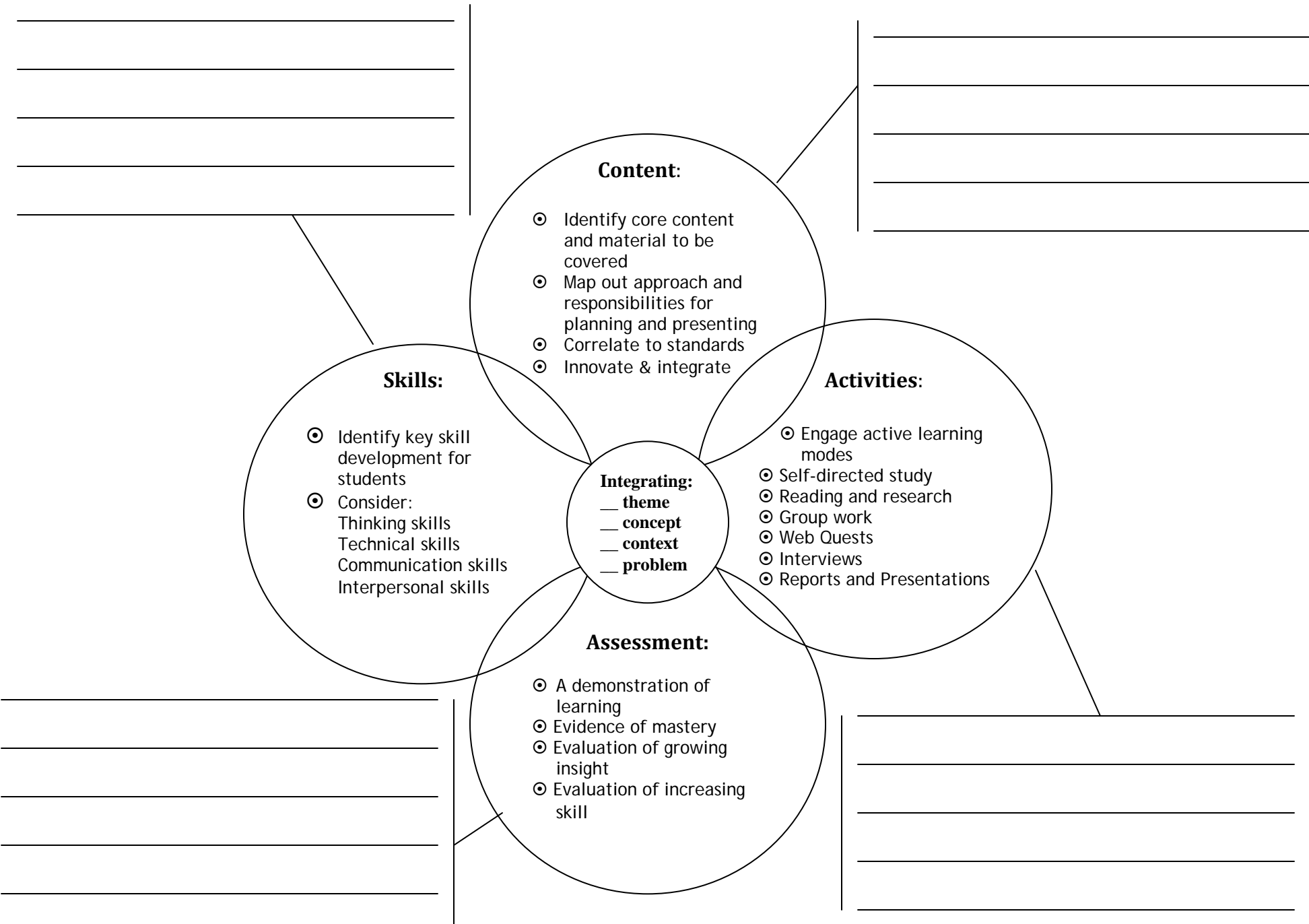


Curriculum Integration Continuum





Appendix:

Essential Questions¹:

One meaning of “essential” involves *important questions that recur throughout one’s life*.

Examples:

- What is justice?
- Is art a matter of taste or principles?
- Are theories of evolution complimentary or contrary to religious belief?
- Is science compatible with religion?
- Is an author’s view privileged in determining the meaning of a text?

A second connotation for “essential” refers to key inquiries *within a discipline*.

- “What is healthful eating?”
- “How can we truly know Christ in 2009?”

There is a third important connotation for the term “essential” *it helps students make sense* of important but complicated ideas, knowledge, and know-how but not yet grasped or seen as valuable by the learner.

- How do the gospel writers address the needs of their audiences?
- How can we hear them speaking to our hearts today?
- How do we understand the historical context of scripture and its contemporary impact - how it speaks to us today?

A question is essential when it:

1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
4. stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;
6. naturally recurs, creating opportunities for transfer to other situations and subjects.

¹ Drawn from and adapted from: *Exploring the Essential Questions of Education*
<http://www.authenticeducation.org/bigideas/article.lasso?artId=53>