

ISSUE INVESTIGATION

ASKING QUESTIONS AND DEFINING ISSUES

What are supporting questions that students may investigate to further explore the driving question? List the supporting questions that cover your required curriculum content and lessons, but leave at least one Issue Investigation open for those developed or co-developed by your students. Use the space to describe how you will guide them through this student-directed process. After completing your MWEE, add in the student-directed investigations.

| Issue Investigation 1 Who is involved in developing this investigation? <i>teacher and/or students?</i> | Issue Investigation 2 Who is involved in developing this investigation? <i>teacher and/or students?</i> | Issue Investigation 3 Who is involved in developing this investigation? <i>teacher and/or students?</i> |
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PLANNING AND CONDUCTING INVESTIGATIONS

How could students plan and conduct indoor and outdoor investigations to actively address the supporting questions? What kinds of data could be collected to draw conclusions and make actionable claims?

| Issue Investigation 1 Is this investigation occurring <i>indoors and/or outdoor?</i> | Issue Investigation 2 Is this investigation occurring <i>indoors and/or outdoor?</i> | Issue Investigation 3 Is this investigation occurring <i>indoors and/or outdoor?</i> |
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ISSUE INVESTIGATION (CON'T)

ANALYZING AND INTERPRETING DATA

How could students analyze data (graphic, models, etc.) to reveal patterns and relationships?

What could the process of synthesizing evidence look like?

| Issue Investigation 1 | Issue Investigation 2 | Issue Investigation 3 |
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CONSTRUCTING AND COMMUNICATING A CLAIM

How could you guide your students through the process of developing claims based on their evidence?

How may they communicate these evidence-based claims to internal and/or external audiences?

| Issue Investigation 1 | Issue Investigation 2 | Issue Investigation 3 |
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