

## Why Is Investigating a Powerful Teaching Tool?

### Unit Planning Guide

#### Timeline:

Core Idea/Topic:  
Grade Level:  
Concepts:

Standards  
NGSS

CCSS ELA-LITERACY

#### Questions to Drive the Inquiry

#### Student Questions

#### Investigations

#### Performance Assessment



## **Part 1**

Unit Planning Guide (*continued*)

| <b>Cross-Curricular Connections</b> | <b>Science</b> | <b>Technology</b> | <b>Engineering</b> | <b>Mathematics</b> | <b>English Language Arts</b> | <b>Social Science</b> | <b>Art</b> |
|-------------------------------------|----------------|-------------------|--------------------|--------------------|------------------------------|-----------------------|------------|
|                                     |                |                   |                    |                    |                              |                       |            |

| <b>Multiple Intelligences</b> | <b>Linguistic</b> | <b>Logical-Mathematical</b> | <b>Visual-Spatial</b> | <b>Bodily-Kinesthetic</b> | <b>Musical</b> | <b>Interpersonal</b> | <b>Intrapersonal</b> |
|-------------------------------|-------------------|-----------------------------|-----------------------|---------------------------|----------------|----------------------|----------------------|
|                               |                   |                             |                       |                           |                |                      |                      |



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### Unit Planning Guide (*continued*)

#### Resources

Content Vocabulary

Academic Vocabulary

Reflection