

Title:
Discipline(s)

Grade: _____ :

Unit of Study:

Standards

Goals to be Addressed: *State content standards, district goals, departmental objectives, student outcomes*

CCSS: ELA
CCSS: Mathematics
NGSS:

What do we want to learn?

What provocative question(s) will foster inquiry, understanding, and transfer learning?
What question can you use to connect this unit to a Cross-Cutting Concept?
Focus on “Why is this important?”

Understand, Do, and Know:

Big Ideas: I want students to understand that:

What scientific explanations and/or models are critical for student understanding of the content?
So what? Who cares?
What is most important for students to understand about this topic?

Do: I want students to be able to:

What scientific practices will we explicitly focus on in this unit?
What key skills will students develop as a result of this unit?

Written as verb phrases.

Know: What are the basics?

What vocabulary, formulas or other facts do students need to know in order to understand the big ideas?

Use the DCI Foundation Box as a resource for appropriate vocabulary!

Connections:

<p>Technology and the Nature of Science: <i>What connections are there between the unit content and technology or nature of science?</i></p>	<p>How will I reinforce or build literacy or mathematics skills?</p>
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Assessment:

How will I know what students have learned?

Performance Expectation:
Does the performance expectation require students to show their understanding in an observable way?
Does it make students' thinking visible?
Are there criteria and are the criteria relevant to the big ideas for the unit?

Activity / Performance Assessment

Other Evidence:
Include multiple types of learning to give a more accurate picture of learning.

Instruction:

What learning experiences will encourage student engagement in the essential questions?

How shall we teach for understanding?
Incorporate different learning styles.
Hands-on and engaging.
Include student developed scientific explanations or models.
Consider using a learning cycle or BSCS 5E model for planning your instructional sequence.