Unpacking an Amplify Unit Template

*(note: There are not 5 chapters in every Amplify Unit. Delete extra rows if necessary)*

| **Unit Title:**  **Unit Question:**  **Anchoring Phenomenon:** | |
| --- | --- |
| **Unit Overview**  What is/are the main ideas that students will learn by the end of the unit?  Why is this topic important?  What are the levels of understanding that students will go through? (***use the Progress Build that is found in Teacher’s Guide***)? |  |
| **Assessment Overview**  Provide a short description of the end of unit assessment: what will students do to show that they understand the content and concepts of the unit.  *Reference the Assessment System in your Teacher Guide.* |  |
|
|
|
| **Chapter 1 Summary:** *(see Unit Map and Chapter Overview in your Teacher Guide or on the Amplify Platform)* | Chapter Phenomenon:  Chapter Question:  Investigation Questions:  What do students figure out in this chapter?  How do they figure this out? |
| **Chapter 1 Progression** *(see chapter overview)*  Identify how the lessons unfold across the chapter, note any major actions (readings, hands-on experiences).  Note: ***It is not necessary to describe every lesson, but to make note of the important events within the chapter*** |  |
| **Chapter 1 Specifics** | Small Group Opportunities:  Anchor Chart Needs:  Content Specific Vocabulary (not for frontloading): |
| **Chapter 2 Summary:** *(see Unit Map and Chapter Overview in your Teacher Guide or on the Amplify Platform)* | Chapter Phenomenon:  Chapter Question:  Investigation Questions:  What do students figure out in this chapter?  How do they figure this out? |
| **Chapter 2 Progression** *(see chapter overview)*  Identify how the lessons unfold across the chapter, note any major actions (readings, hands-on experiences).  Note: ***It is not necessary to describe every lesson, but to make note of the important events within the chapter*** |  |
| **Chapter 2 Specifics** | Small Group Opportunities:  Anchor Chart Needs:  Content Specific Vocabulary (not for frontloading): |
| **Chapter 3 Summary:** *(see Unit Map and Chapter Overview in your Teacher Guide or on the Amplify Platform)* | Chapter Phenomenon:  Chapter Question:  Investigation Questions:  What do students figure out in this chapter?  How do they figure this out? |
| **Chapter 3 Progression** *(see chapter overview)*  Identify how the lessons unfold across the chapter, note any major actions (readings, hands-on experiences).  Note: ***It is not necessary to describe every lesson, but to make note of the important events within the chapter*** |  |
| **Chapter 3 Specifics** | Small Group/Hands-On Opportunities:  Anchor Chart Needs:  Content Specific Vocabulary (not for frontloading): |
| **Chapter 4 Summary:** *(see Unit Map and Chapter Overview in your Teacher Guide or on the Amplify Platform)* | Chapter Phenomenon:  Chapter Question:  Investigation Questions:  What do students figure out in this chapter?  How do they figure this out? |
| **Chapter 4 Progression** *(see chapter overview)*  Identify how the lessons unfold across the chapter, note any major actions (readings, hands-on experiences).  Note: ***It is not necessary to describe every lesson, but to make note of the important events within the chapter*** |  |
| **Chapter 4 Specifics** | Small Group Opportunities:  Anchor Chart Needs:  Content Specific Vocabulary (not for frontloading): |
| **Chapter 5 Summary:** *(see Unit Map and Chapter Overview in your Teacher Guide or on the Amplify Platform)* | Chapter Phenomenon:  Chapter Question:  Investigation Questions:  What do students figure out in this chapter?  How do they figure this out? |
| **Chapter 5 Progression** *(see chapter overview)*  Identify how the lessons unfold across the chapter, note any major actions (readings, hands-on experiences).  Note: ***It is not necessary to describe every lesson, but to make note of the important events within the chapter*** |  |
| **Chapter 5 Specifics** | Small Group Opportunities:  Anchor Chart Needs:  Content Specific Vocabulary (not for frontloading): |
| Reflection |  |
| **Community Connections / Experts** | What are the possibilities for embedding schoolyard/neighborhood activities and issues into this unit? |