Unit Level Planning & Internalization

Unit Title:

Part 1: Overview
[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

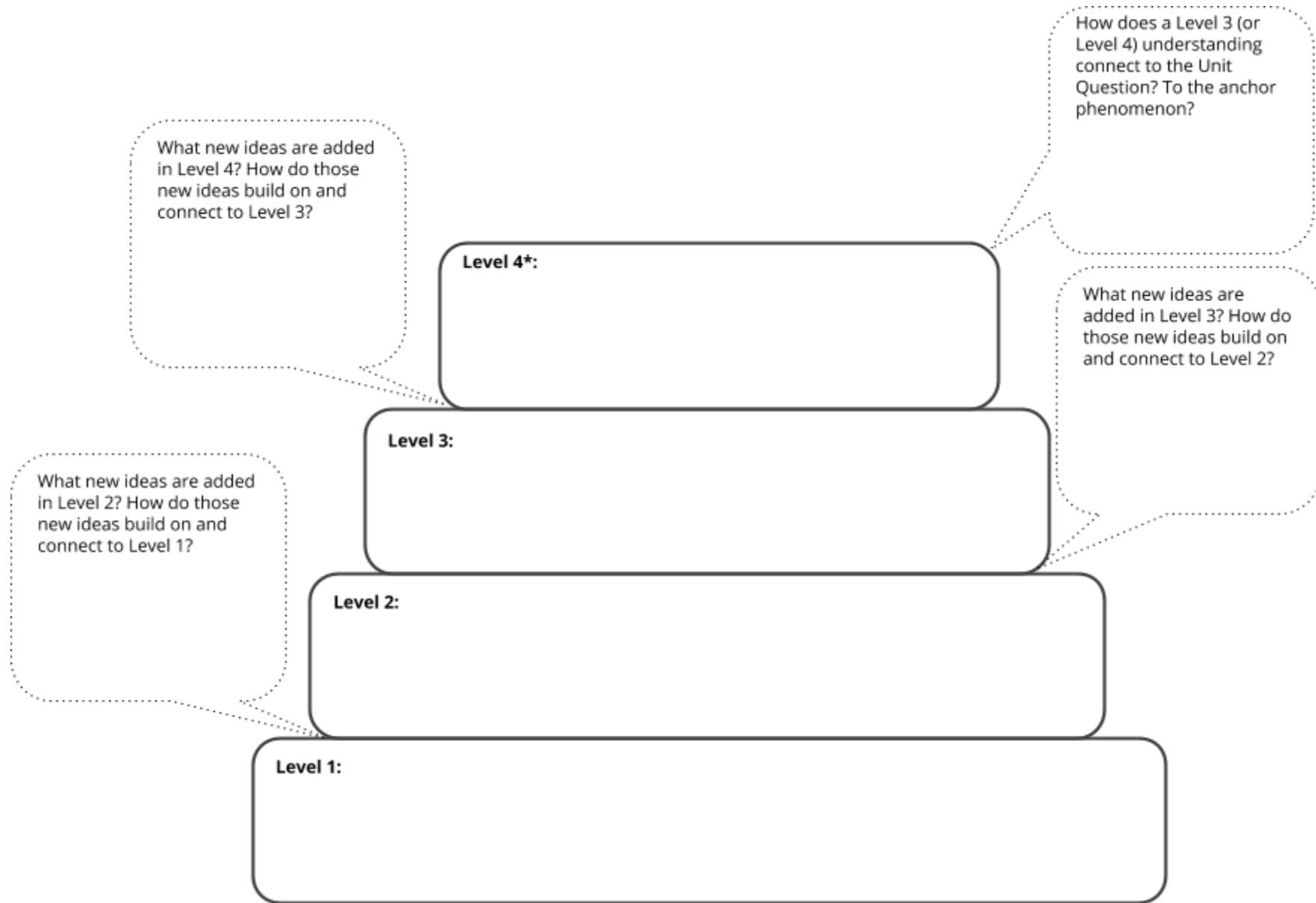| What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:
Unit Question:	Relationship between the Unit Phenomenon and Unit Question:

By the end of the unit, students figure out…

How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Part 2: Progress Build Analysis

[Resource: Progress Build]

How does a Level 3 (or Level 4) understanding connect to the Unit Question? To the anchor phenomenon?

What new ideas are added in Level 4? How do those new ideas build on and connect to Level 3?

Level 4*:

What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

Level 3:

What new ideas are added in Level 2? How do those new ideas build on and connect to Level 1?

Level 2:

Level 1:

*(only some Elementary units have a 4th level, check your Progress Build Unit Guide document)

Part 3: End-of-Unit Assessment Analysis
[Resources: End-of-Unit Assessment, End-of-Unit Assessment Scoring Guide]

Take the End-of-Unit Assessment (K-5: Part 1 only if your assessment has multiple parts; 6-8: Open response questions only). Record your exemplar response(s) to the written (or oral for grades K-1) prompt(s) and any notes/annotations below:

How did your answer(s) compare with those in the scoring guides? What gaps in understanding did you have? What gaps might your students have?

What conceptual understanding do students need to construct this response?

Part 4: Critical Juncture Analysis

[Resources: Assessment System, Embedded Formative Assessments, Progress Build, Coherence Flowcharts, Digital or Print Teacher's Guide]

Critical Juncture Assessment located:	Assessment Focus:

Take the Critical Juncture Assessment (K-5: Part 1 only if your assessment has multiple parts; 6-8: Open response questions only). Record your exemplar response(s) to the written (or oral for grades K-1) prompt(s) and any notes/annotations below:

What is the relationship between conceptual understanding described in the Progress Build and the Critical Juncture Assessment?

When during the lessons leading up to the Critical Juncture Assessment are there critical opportunities to collect data on student thinking and learning?

Part 5: Chapter 1 Analysis
[Resources: Assessment System, Progress Build, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 1 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 1 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

Part 6: Action Planning: Unit pacing planner

[Resources: School Calendar, School Scope and Sequence, Digital or Print Teacher's Guide]

Unit: **Unit start date:**

Unit Question: **Anchor Phenomenon:**

Chapter 1 Question:				
Lesson 1.1 Date:	Lesson 1.2 Date:			
Chapter 2 Question:				

Chapter 3 Question:

Chapter 4 Question:

Guide to completing the Unit pacing planner

Purpose: Along with using your understanding of three-dimensional learning and the Amplify Assessment system, this guide will support you in thinking about the coherence of the unit and how that practically impacts pacing in your classroom for Unit-long implementation, which then informs daily and weekly pacing.

Directions: Use the guiding steps below to plan Unit pacing, using the identified Amplify resources for support.

Step	Action	Amplify resource(s)
1	Identify Performance Expectations (PEs)	● Standards and Goals
2	Identify Unit name, Unit Question, and Anchor Phenomenon	● Lesson Overview Compilation ● Unit Map (Unit Question) ● Unit Overview (Anchor Phenomenon)
3	Find and record Chapter Questions	● Lesson Overview Compilation
4	Record lesson numbers (e.g., 2.4) and focus	
5	Record Investigation Questions (IQ) in the lesson in which it is introduced	● Lesson Overview Compilation or Coherence Flowchart ● Lesson Map (modality indicated next to Activity title in Lesson Map) ○ Modalities: do, talk, read, write, visualize
6	Note which lesson activities are focused on: ● Evidence gathering ● Reflection (sense-making) ● Application back to the anchor phenomenon Make a note of which activities help students meet the PEs.	
7	Identify the location of assessment opportunities embedded throughout the Unit. Use a coding system to indicate each of the three dimensions assessed in each.	● Assessment System identifies three dimensions, Standards and Goals provide each in greater detail. ● Embedded Formative Assessments ● Three dimensions of NGSS reference (Participant Notebook)
8	Identify and record other information you'll want to think about before teaching a lesson, including those lessons which require great preparation time, which lessons are heavier in literacy, technology, partner-work, etc.	● Materials and Preparation ● Lesson Overview Compilation
9	Looking at the school calendar, schedule the date you will teach each lesson. Make adjustments, as needed (e.g., splitting a lesson across two days in the event there is less than the recommended time available, grouping more than one lesson in the event additional time is available).	

Optional: Lesson Planning

[Resources: Coherence Flowchart, Digital or Print Teacher's Guide, School Calendar]

Unit:	Lesson:	Date:
Unit Phenomenon:	Chapter Question:	Investigation Question:

[Resources: Lesson Brief (Overview, Standards)]

Lesson Purpose:
How do the activities in this lesson fit together to support students in achieving this purpose?
How does this lesson engage students in three-dimensional learning?

What materials do you need to prepare?	What will you need to project?	Will students need digital devices?

Use the prompts below to prepare to teach in the format that best fits your needs: 1) write responses directly into the template below, 2) download and annotate the Printable Lesson Guide, or 3) download Classroom Slides and add your responses in the Notes section.

Lesson Activity	How does each activity support students in answering the Investigation Question (or applying the key concepts to the Chapter Question?	What teacher moves will you need to add to support students in your classroom (partner or grouping structures, additional modeling or scaffolding, space considerations)?	What might be challenging for your students? What additional supports can you plan for individual students? [Resources: Lesson Brief (Differentiation)]	Is there an opportunity to collect data about student understanding to inform instruction? How will you organize the data you collect?
Activity 1				
Activity 2				

Lesson Activity (con't)	How does each activity support students in answering the Investigation Question (or applying the key concepts to the Chapter Question?	What teacher moves will you need to add to support students in your classroom (partner or grouping structures, additional modeling or scaffolding, space considerations)?	What might be challenging for your students? What additional supports can you plan for individual students? [Resources: Lesson Brief (Differentiation)]	Is there an opportunity to collect data about student understanding to inform instruction? How will you organize the data you collect?
Activity 3				
Activity 4				
Activity 5				

[Resources: Lesson Brief (Lesson at a Glance), Lesson Overview Compilation, School Schedule]

How will teaching this lesson fit into your class schedule? Will you need to divide the lesson into activities over several days?	If the lesson is divided into activities over several days, when will students have the opportunity to make sense of the evidence collected and apply it back to the Investigation Question and/or Chapter Question?

Optional: Chapter 2 Analysis
[Resources: Assessment System, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 2 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 2 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

Optional: Chapter 3 Analysis
[Resources: Assessment System, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 3 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 3 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

Optional: Chapter 4 Analysis
[Resources: Assessment System, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 4 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 4 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

Optional: Chapter 5 Analysis
[Resources: Assessment System, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 5 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 5 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

Amplify Science@Home resources reference

Use this guide to keep track of the different resources available for remote and hybrid learning.

Instructional materials: Click Remote and hybrid learning resources, then select your grade level from the dropdown menu. Select your unit.	
@Home Unit resources: These will appear when you select your unit.	
Teacher Overview	General information for teaching with @Home Units, planning information, chapter and lesson outlines
Lesson Index	Lists the original Amplify Science lessons associated with each @Home lesson, and the Investigation Notebook pages, copymasters, and print materials associated with the @Home Unit Student Sheets
Family Overview	Information to send home to families to help them support students with remote learning
Student lesson materials for @Home Units	Printable or digital lessons condensed to be about 30 minutes long. You can access compilations of all student materials for your unit, or select from individual lessons.
@Home Video resources: After selecting your grade level and unit, select the @Home Videos tab below your unit title.	
@Home Video links	Links to video lessons that include all activities from the original units. Lesson playlists are on YouTube, and they autoplay in a playlist form.
Additional remote and hybrid instructional materials: These can be accessed from the tabs below your unit title.	
Hands-on investigations support	Videos of every unit's hands-on activities (note, these videos also appear in the student lesson materials).
Read-aloud videos	Link to a YouTube playlist of read-aloud videos of all books in your unit.
Orientation and Tutorials: Click Remote and hybrid learning resources, then select your grade from the dropdown menu. Click Orientation and Tutorials. You'll not only find videos to help you use the resources, but also videos you can share with students and caregivers.	