

# Phenomenon-based Science Unit Plan Template

Stage 1 Desired Results		
ESTABLISHED GOALS	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>            (What would you like students to understand 10 years from now? This statement usually serves as your unit Big idea.)</p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>            (What complex ideas will students need to learn through experiences?)            (NYS P-12: <b>Disciplinary Core Ideas</b>)</p> </td> <td style="width: 50%;"> <p><b>ESSENTIAL QUESTION</b>            (One overarching question for students to unpack over time; focused on the anchoring phenomenon)</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>            (What complex ideas will students need to learn through experiences?)            (NYS P-12: <b>Disciplinary Core Ideas</b>)</p>
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<b>Acquisition</b>		
<p><i>Students will know...</i>            (Vocabulary &amp; Basic Facts extracted from the NYS P-12 Performance Expectation Document, Old NYS Standards, or district curriculum)</p>	<p><i>Students will be skilled at...</i>            (Specific Skills Students Will Need and Build Upon)            (NYS P-12 Standards: <b>Practices</b>; Old 1996 NYS Curriculum, or district curriculum)</p>	
Stage 2 - Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

Ensure all Desired Results from Stage 1 are addressed in this section.	PERFORMANCE TASK(S): (The Major performance assessment(s) for the unit)
Student Self-Assessment & Reflection: (How will students check their own understanding?)	OTHER EVIDENCE: (Pre-assessments, Checks for Understanding, and all other Smaller Assessments)

**Stage 3 – Learning Plan (Activity Summary Table)**

Lesson Plan Day/#	Activity	Learning Target/Objective	What Students will Learn?	How does this connect to the Anchoring Phenomenon?