**Climate Literacy and Energy Awareness Network (CLEAN)** [**www.cleanet.org**](http://www.cleanet.org)

**CLEAN-NGSS Unit Planning Template**

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| **Unit Title:** | | |  | | |
| **Grade and Class:** |  | | **Instructional Time:** | |  |
| **1. Select the** [**NGSS**](http://ngss.nsta.org/About.aspx)[**Performance Expectation(s)**](https://www.nextgenscience.org/search-standards) **(PEs) based on grade level and content-focus and list the learning objectives.** (https://www.nextgenscience.org/search-standards) | | | | | |
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| **2. What phenomena, problem, or project would best suit the PE(s)?** (See more on [phenomena](https://www.ngssphenomena.com/) at https://www.ngssphenomena.com/) | | | | | |
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| **3. Describe an overview of how the phenomena, problem, or project would best suit the PE(s).** (Revise, as needed.) | | | | | |
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| **4. What type of strategy works best for teaching and learning about the phenomena, problem, or project?** (For ideas, see the [Teaching Strategies for Units](https://drive.google.com/open?id=18lF4swY-e1W_riEvtFx_vv1zY0Cy_P6f41y-5F9dHaw) at http://bit.ly/2hBUC91) | | | | | |
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| **5. Identify (unpack) the Performance Expectation(s) components embedded in the PE(s) in the NGSS Matrix.** (For guidance, see [Access the NGSS Science Standards by Topic](http://ngss.nsta.org/AccessStandardsByTopic.aspx) at http://ngss.nsta.org/AccessStandardsByTopic.aspx) | | | | | |
| Label PE(s) and repeat section, as needed: | | | | | |
| Science and Engineering Practices (SEP) | | Disciplinary Core Ideas (DCI) | | Crosscutting Concepts (CCC) | |
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| **6. How will you assess students’ learning of the PEs with summative assessments and/or rubrics?** | | | | | |
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| **7. Create an instructional plan by building a unit storyline.** | | | | | |
| Assess Students’ Prior Knowledge:   * Develop a plan to determine students’ prior knowledge (e.g., pre-test, class discussion, etc.) based on the NGSS standards listed below that students should have learned throughout elementary school: | | | | | |
| Past Performance Expectations (PEs): | | | | | |
| Past Science and Engineering Practices (SEP) | | Past Disciplinary Core Ideas (DCI) | | Past Crosscutting Concepts (CCC) | |
| Identify Learning Activities:   * Select learning activities from * [NGSS and CLEAN at a Glance](http://cleanet.org/clean/educational_resources/glance.html) (https://cleanet.org/clean/educational\_resources/glance.html), * [Search the CLEAN Collection by NGSS Topic](http://cleanet.org/clean/educational_resources/ngss_browse.html) (https://cleanet.org/clean/educational\_resources/ngss\_browse.html), * and other resources that build towards the PEs.   List resources identified: | | | | | |
| Develop Unit Timeline and Formative & Summative Assessments: | | | | | |
| **8. Unit Reflection** (To be completed after unit instruction.) | | | | | |
| * What parts of the unit were a success? * What were some challenges about the unit? * How could the unit be changed or improved? | | | | | |