

Science Unit and Lesson Planning Sample Template

Date:

Attendees (list all staff/persons present):

Meeting Norms:

Data Review (10-15 minutes)				
Data Being Analyzed (name)	SOL/SEPs/Topics List areas of review/remediation	Strategies How will you address this content/skills?	Timeframe (When will this be done? How often?)	Post-Assessment List reassessment(s) for mastery

Unit Planning Calendar (map out “I Cans”) - [see example below](#)

Unit Name:		Suggested Pacing:	
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# of classes	Dates	Topics/ I can(s)	Target date of HCPS Unit Assessment

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Subject/Course			Suggested Unit Pacing	
Standard(s)				
Essential Question(s)				
Objective(s) Use "I Can statement(s)" or follow your school expectations.				
5E LESSON SEQUENCE (not a daily lesson plan)				
My Pacing (Dates)	5E Stage(s) Engage - Explore - Explain - Elaborate	Teacher/Student Actions Discourse Strategies	5E - EVALUATE (Formative and/or Summative)	Differentiation /SDI (Ideas)
	Engage			
	Explore			
	Explain			
	Elaborate			

Note: This is based on a 5E lesson sequence. Schools may decide to include lesson openers or do-nows. lesson closure/exit tickets, and homework in separate daily lesson plans

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UNIT PLANNING CALENDAR - EXAMPLE

(mapping "I can" statements)

Unit Name:	Cell Structure & Function	Suggested Pacing:	4 weeks (10 classes)
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# of classes	Dates	Topics and I can(s)	Target date of Unit Assessment
2	9/29 & 10/1	Cell Theory I can take metric measurements using appropriate tools and technologies, including microscopes. (b) I can differentiate between a scientific hypothesis, theory, and law. (a) I can identify the three components of the original cell theory. (a) I can provide examples to illustrate how the development of cell theory illustrates the nature of science. (a) I can make connections between the components of the nature of science and their investigations and the greater body of scientific knowledge and research. (a)	10/27 - 11/10
2	10/4 & 10/6	Unicellular vs. Multicellular Organisms I can provide evidence to support the idea that a cell's "form fits its function" within a multicellular organism. (LS.3b) I can differentiate among common examples of unicellular and multicellular organisms. (LS.3b) NOTE: Also addressed in depth in Unit 5: Diversity of Life I can compare how unicellular and multicellular organisms perform various life functions, including the application of knowledge about systems in organisms and division of labor. I can conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (a) I can explain how advances in microscope technology have improved our understanding of cells and their parts. (a)	
1-2	10/8 & 10/12	Cellular Organization I can explain the relationship among cells, tissue, organs, and organ systems. (LS.3a) I can provide evidence to support the idea that a cell's "form fits its function" within a multicellular organism. (LS.3b)	

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4	10/14, 10/18, 10/22, 10/26,	<u>Cell Structure and Function</u> I can explore differences in the structure and function of animal and plant cells (cell membrane, cytoplasm, nucleus, cell wall, vacuole, mitochondrion, endoplasmic reticulum and chloroplast). (c) NOTE: ribosomes, golgi bodies. I can identify and relate cellular organelles (cell membrane, cytoplasm, nucleus, cell wall, vacuole, mitochondrion, endoplasmic reticulum and chloroplast) with the life processes they perform within a living cell. (b) I can explain how the parts of a cell work as a system to carry out life processes in the cell and the organism. (c) I can develop and use a model to demonstrate how organelles function as a system to carry out life processes within the cell. (b) I can evaluate limitations of models to accurately represent the cell and its organelles. (b) ☐ I can compare and contrast plant and animal cells, and their parts, using microscopes and microscopic images. (c)	
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