

SIMPLIFIED NGSS STORYLINE PLANNING TEMPLATE

Brainstorming - What do I want my students to learn about?			
Ideas for phenomena	Anticipated Student Questions	Data & equipment students need to answer questions	SEPs, DCIs, and CCCs that the phenomena and data address
			<i>SEPs -</i> • <i>DCIs -</i> • <i>CCCs -</i> •

Narrow down student questions to ONE driving question that can be used in all the sections (this is to preserve teacher sanity!)	
Driving Question	

What do students already know? How do I know this?	
Where is this storyline in the sequence of learning? Pre-assessment Ideas	

Create the Storyline - The 5E model of instruction directs students' efforts & keeps them focused on the phenomena. (This is not a linear process.)	
Engage - Introduce the Phenomena	
Explore - Develop questions through discussion; students identify the resources they need to answer their questions; students collect and analyze data and evidence	

Explain - Students begin formulating explanations using their data and evidence; these explanations are shared with each other to get feedback	
Elaborate - Students compare their evidence with each other to see what kinds of similarities and differences there are; they may want to extend their research to other places or phenomena to understand it better; they identify the limitations of their research and data collection	
Evaluate - Students present their research and results, get and give feedback. Students demonstrate the skills they have gained, the content they have learned, and make connections to the broader community of science.	

Mapping it all out		
Day of Unit	Activity	Notes/Rationale/etc.
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

