



Unit Planner Guide

Overview			
Subject:		Topic:	
Unit Overview:	The unit overview should provide information regarding the overarching ideas and themes of the unit, identify potential cross-curricular connections, and indicate an appropriate time to teach the unit during the year. In this section teachers should consider the skills and prior knowledge that students need to be successful.		
Grade:			
Unit Duration	(In weeks)	Date:	

Stage 1 – Desired Results

Big Ideas

Copy directly from the Ministry of Education curriculum website: <https://curriculum.gov.bc.ca>

Core Competencies

- Teachers should consider:**
- what specific Core Competencies will be developed in this unit
 - how Core Competencies are connected to the Big Idea

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<p>Teachers should consider:</p> <ul style="list-style-type: none"> • unpack the Big Idea to find 2-4 concepts to list on the planner • consider other concepts students need to understand the Big Idea • consider how concepts align with the transfer goals and understandings • examine the real world applications of the concepts 	<p>Teachers should consider:</p> <ul style="list-style-type: none"> • what the students will understand as a result of the unit of study • the relationship between the concepts and the content 	<p>Teachers should consider:</p> <ul style="list-style-type: none"> • what students will be able to apply from this unit to other disciplines in the future • how the transfer goal is aligned to the GRASPS task • whether the transfer goals are: <ul style="list-style-type: none"> » timeless » transferrable » universal » abstract 	<p>Teachers should consider:</p> <ul style="list-style-type: none"> • if the Essential Question(s) are: <ul style="list-style-type: none"> » open ended » debatable » able to foster inquiry » able to promote further questions » revisited throughout the unit
Yukon First Nations Ways of Knowing and Doing			

- Teachers should consider:**
- what specific YFN ways of knowing and doing will be integrated into the unit
 - how the YFN ways of knowing and doing are selected and connected to the Big Idea

Alignment Check:

Are the Concepts, Unit Understandings, Transfer Goals, and Essential Questions connected and supportive of the Big Idea?

Curricular Competencies	Content
Copy the specific curricular competencies that support the Big Idea from the Ministry of Education web site.	Copy the specific content that supports the Big Idea from the Ministry of Education web site.

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit																
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.																
<p><u>What is a GRASPS task?</u></p> <p>Teacher Questions:</p> <p>How do students demonstrate they have learned the conceptual understandings and transfer goals?</p> <p>How does the GRASPS activity link to the Big Idea and Essential Questions?</p> <p>Is the task developmentally appropriate?</p> <table border="1"> <thead> <tr> <th colspan="2">GRASPS</th> </tr> </thead> <tbody> <tr> <td>Goal</td><td></td> </tr> <tr> <td>Role</td><td></td> </tr> <tr> <td>Audience</td><td></td> </tr> <tr> <td>Situation</td><td></td> </tr> <tr> <td>Performance or Product</td><td></td> </tr> <tr> <td>Standards (Rubric Criteria)</td><td></td> </tr> <tr> <td>Adaptations/ extensions</td><td></td> </tr> </tbody> </table>	GRASPS		Goal		Role		Audience		Situation		Performance or Product		Standards (Rubric Criteria)		Adaptations/ extensions		<p>Such as:</p> <ul style="list-style-type: none"> • exit slips • mind maps • reflective journals • conferencing • thinking routines
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Adaptations/ extensions																	

Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show and demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<p>Such as:</p> <ul style="list-style-type: none"> • chapter tests • unit tests • essays 	<p>Such as:</p> <ul style="list-style-type: none"> • quizzes • chapter questions • vocabulary activities

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

Things to consider when planning lessons:

- create a provocation to engage students
- align goals and understandings
- identify required background knowledge and skills
- the conceptual lens for the learning plan
- three types of goals (acquisition, meaning, and transfer) are addressed in the learning plan (A) (M) (T)
- Stage 3 is aligned with Stages 1 and 2
- the learning plan reflects the First People's Principles of Learning
- the learning plan reflects readiness and the interests of the students
- opportunities students will have to create connections to the understandings

Resources:

- classroom environment, local environment, and/or community connections
- print
- online
- people
- colleagues
- interactive learning experiences (field trips)
- audio-visual materials, related literature
- music, art, computer software, textbooks

Teacher: Unit Reflection

Teachers should consider:

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?
