**UNIT PLANNER: Robert Service / Trʼondëk Hwëchʼin Professional Learning Day**

**January 29, 2018**

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| **OVERVIEW** | | | |
| **Subject:** |  | **Topic:** |  |
| **Unit Overview/ Rationale:** |  | | |
| **Grade:** |  | | |
| **Unit Duration:** |  | **Date:** |  |

| **STAGE 1 - DESIRED RESULTS** |
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| **Big Ideas (UNDERSTAND): Enduring understandings that will be built throughout the unit** |
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| Core Competencies |
| **Communication:**  Thinking:  Personal/Social: |
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| Essential Questions: Driving questions to frame learning |
| **Students will keep considering:** |
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| Connections to **Trʼondëk Hwëchʼin** Ways of Knowing and Doing |
| ../../../FN%20Education/Images/Wolf%20Crow%20Logo.jpgImportant Traditional Knowledge (including ways to integrate **Hän** language), as shared by **Trʼondëk Hwëchʼin** Elders and Knowledge-Keepers: |

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| STAGE 1 – DESIRED RESULTS (cont’d) | |
| **Alignment Check: Are the concepts, unit understandings, transfer goals, and essential questions connected and supportive of the Big Idea?** | |
| Curricular Competencies (DO) | Content (KNOW) |
| Students are expected to be able to DO the following: | Students are expected to KNOW the following: |

| **STAGE 2 – ASSESSMENT** | |
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| **Summative Assessment: Final assessment of knowledge, skills, and understanding at the end of the unit.** | **Formative Assessment: Checkpoints for students to show their understanding during the unit.** |
| **Consider how summative assessment should be based on clear criteria and include a variety of ways for students to show demonstrate their learning.** | **Consider how formative assessment should be ongoing, varied, and timely in order to support student progress.** |
| **Students will demonstrate their understanding, knowledge and skills by:** | **Students will demonstrate their understanding, knowledge and skills by:** |

| **STAGE 3 – LEARNING PLAN** |
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| **Suggested learning events/activities: Consider engagement, possible entry points, building background knowledge, sequence of activities, effective instructional strategies, required resources.** |
| **Activities:** |
| **Resources:** |
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| **Teacher: Unit Reflection** |
| **What aspects of the unit went well?**  **With what did students struggle?**  **With what did you struggle?**  **Did you receive any feedback from Elders/Knowledge-keepers?**  **What would you add/revise the next time you taught this unit?**  **Were there any unintended outcomes?**  **Were students engaged?** |