

UNIT PLANNING TEMPLATE

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| **Unit Topic / Guiding Question:**  What is the overarching question that will frame the learning and connect the big ideas? | | | | |
| **Rationale:**  Why is this important for our students? Why would students want to know about this? | | | | |
| **STAGE 1: Desired Results** | | What curriculum will be addressed? | |  |
| **UNDEKRSTAND**  **DO** | **Big Ideas Essential Questions** | | | |
| What key concepts will students remember long after the unit is over and contribute to future understanding?   * What opportunities are there to connect big ideas for cross curricular connections? * What opportunities are there to embed   Yukon First Nations ways of knowing  and doing? | | * What thought-provoking questions will guide instruction and assessment and facilitate student understanding? (open-ended and connected to big ideas) * Questions will foster inquiry, meaning making   and transfer. They are ongoing and guiding and ideally a question that the student “owns”. Learning to ask and pursue important questions is key to lifelong learning. | |
| **UNDERSTAND KNOW DO** | **Core Competencies:**  What core competencies will be focused on in this unit? These competencies cross all subject areas and are directly related to the educated citizen and as such are what we value for all students in the system.  **Communication Thinking Personal & Social**  Connect and engage with others (to **Creative Positive Personal & Social Identity**  share and develop ideas) Novelty and value Relationships and cultural contexts  Acquire, interpret, and present Generating ideas Personal values and choices  information (includes inquiries) Developing ideas Personal strengths and abilities  Collaborate to plan, carry out, and **Critical Personal Awareness & Responsibility**  review constructions and activities Analyze and critique Self-determination  Explain/recount and reflect on Question and investigate Self-regulation experiences and accomplishments Develop and design Well-being  **Social Responsibility**  Contributing to community and caring for the environment  Solving problems in peaceful ways  Valuing diversity  Building relationships | | | |
| **Curriculum Competencies:**   * What procedural skills and strategies (e.g. Public speaking skills, make predictions, etc…) will students be able to do at the end of the unit? List only those that will be assessed. Ask: Are the skills a core building block for later meaning-making? * While these are more subject specific, they align and connect to the core competencies and over time will facilitate student growth towards being an educated citizen. | | | |

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| **KNOW** | **Content:**  What essential knowledge (e.g. facts, vocabulary, and basic concepts) will students need to  learn and be assessed on to enable deep understanding of big ideas and answers to essential questions? Ask: is the knowledge a core building block for later meaning-making? | | | |
| **STAGE 2: Assessment Plan** | | | | |
| **Summative Assessment (of Learning):** | | | | |
| * How will students show that they “really understand” (meaning-making and transfer) their learning? * What performance tasks will connect to the Big Ideas and show evidence that the essential questions have been answered? A performance task will:   o Challenge and simulate a real life situation (e.g. performance, interview, community project)  o Require the student to address an identified audience (real or simulated)  o Allow students greater opportunity to personalize the task  o Have clear criteria and performance indicators known in advance (use of Ministry  Performance Standards for reading, writing, numeracy, social responsibility and healthy  living) - How will the assessment criteria be communicated to or created with students?   * What other evidence will be collected to determine desired results were achieved? These could include: quizzes, tests and other pencil and paper activities, journals, essays and other writing activities, prompts, presentations, inquiries, representations, portfolios, self-assessment, peer reviews. | | | | |
| **Formative Assessment (for Learning):** | | | | |
| * What pre-assessments will you use to check students’ prior knowledge and skill level? * How can you support students who might struggle or those who need enrichment? * How are we going to facilitate and group students at various levels to maximize the impact of our instruction? | | | | |
| * **Stage 3: Learning Plan** | | | | |
| **Learning**  **Intention** | | **Instructional Activities**  **(with integrated Aboriginal Understandings and**  **Perspectives)** | **Assessment AS Learning** | **Resources** |
| What do we  want students to be able to do, know and understand?  “I can…”  statements | | How can we design our instructional activities to engage students in deep understanding of the skills, processes and content in this unit?   * Consideration of the OECD Principles of Learning &   YFN Ways of Knowing and Doing   * Maintaining a community of learners – how will you   intentionally build a safe and caring learning environment?  How will you make the learning accessible for all  learners to succeed?  How will you create opportunities for collaboration  & co-teaching?  How can you integrate the use of technology?  What cross curricular connections can be found?  How can we incorporate real world, place based  community learning?  Student success depends upon aligning the instruction with goals and evidence. How can you plan to help students focus on the big ideas while acquiring and practicing the knowledge and skills necessary for success? | How will you monitor  students’ progress?  How will you adjust if the results are not being achieved?  How will students get the feedback they need in order to revise and improve?  What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g. self/peer assessment, partner talk, goal setting, journaling, etc.) | What  resources will be used? |

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|  | How can we support students to “uncover their understanding” rather than just cover the content?   * Acquisition (direct instruction through lecture, graphic organizers, questioning, guided practise, feedback) * Meaning (facilitative teaching such as formative assessment, problem based learning, inquiry, constructivist student centered strategies, reflection, differentiation) * Transfer (coaching through conferencing, prompting through self-assessment, descriptive feedback)   *WILL STUDENTS:*  ***W—****know* ***W****here they are going,* ***W****hy and* ***W****hat is required?*  ***H—****be Hooked—engaged, digging into the essential questions (through inquiry, writing, reading, talking, viewing, reflecting, etc.)*  ***E—****have opportunities to* ***E****xplore and* ***E****xperience to Equip them for the required performances?*  ***R—****have opportunities to* ***R****ethink,* ***R****ehearse,* ***R****evise and* ***R****efine* *their work based upon feedback?*  ***E—****have opportunities to* ***E****valuate their work and consider future goals?*  *ARE LEARNING EXPERIENCES:*  ***T—T****ailored and flexible to address interests and learning styles of all students?*  ***O—O****rganized and sequenced to support engagement and effectiveness?* |  |  |
| **Reflection** | | | |
| **How did it go? How do I know?**   * Assess the outcome of the unit by providing evidence of student understanding of the big idea. * What core competencies and shared values for learning together are students developing and practicing over time? * How are student reflecting on their growth? | | | |
| **Where to next?**   * Notes, plans and ideas for next time? * Next steps for students? * What would I do differently? * What might I like to learn more about to help me in my practice? | | | |