

Unit Planning with cues

Unit Title:	Subject Area(s):	Grade:	Number of lessons:			
Connecting with the learners						
Rationale ■ Why am I designing this unit? ■ How does it connect to the needs/abilities of the learners? ■ Why is it important to student learning/the curriculum?						
Connecting with the <u>curriculum</u>						
<u>Core Competencies</u> ■ Which of the Core Competencies are being addressed in this unit? How will I do this? How will I help learners notice and name them? <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">  Communication • Communicating • Collaboration </td> <td style="text-align: center;">  Thinking • Creative Thinking • Critical and Reflective Thinking </td> <td style="text-align: center;">  Personal and Social • Personal Awareness and Responsibility • Positive Personal and Cultural Identity • Social Awareness and Responsibility </td> </tr> </table>				 Communication • Communicating • Collaboration	 Thinking • Creative Thinking • Critical and Reflective Thinking	 Personal and Social • Personal Awareness and Responsibility • Positive Personal and Cultural Identity • Social Awareness and Responsibility
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Big Ideas ■ Which of the curricular big ideas am I addressing and how are these connections demonstrated in my planning? What evidence will I gather?		Essential Questions ■ What thought-provoking questions will foster inquiry, meaning making and connections? Where do these appear in my lesson/learning plans?				
Curricular Competency Learning Standards ■ What curricular competencies will learners gain skills in doing in this unit?		Content Learning Standards ■ What content standards from the curriculum will students be expected to know and understand in this unit?				
<u>First Peoples Principles of Learning</u> ■ Which of the First Peoples Principles am I addressing and integrating in this unit? How am I doing this in <u>authentic and intentional</u> ways?						
Connecting with <u>assessment</u>						
Formative ■ What information/evidence will be gathered to support adjustments to instruction and feedback to students during learning experiences? ■ Where do I include opportunities for self- and peer-assessment? ■ How does my formative assessment plan prepare students for summative assessment? How will I share this formative feedback with the students?		Summative ■ How will students demonstrate what they <u>know, can do and understand</u> in diverse ways? ■ How do these include an opportunity to demonstrate the core competencies, learning standards and link back to the big ideas and essential questions? ■ Where do I include opportunities for self- and peer-assessment?				

Engaging in <u>learning design</u>

Learning Sequence

- What specific learning experiences will help learners develop the standards and competencies identified in the unit?
- What are the intentions for each lesson? How do they link back to the ideas, questions and competencies identified in the unit?

Learner Activity

- What will students be doing to develop the competencies, skills and knowledge identified in the unit?
- What will I be doing to support student learning during the lesson?

Considerations

- What resources and technologies are required?
- What opportunities are provided for reflection and feedback?
- How does this lesson connect to previous and future lessons? How is the sequence clear?

Learning Intention(s):

Learning Standard/Core Competency Focus:

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