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| UBD / Unit Planning Framework | | | | | | | | | | | |
| **Topic / Guiding Question** - What is the overarching question that will frame the learning and connect the big ideas? | | | | | | |  |  |  |  |  |
| Stage 1: Desired Results | | | | |  | Stage 2: Assessment Plan |  | Stage 3: Learning Plan | | | |
| U  N  D  E  R  S  T  A  N  D | Big Ideas   * 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 Aboriginal content and perspectives? | | | | Formative Assessment | Learning Intentions | Instructional Activities | Assessment As Learning | Resources |
| * 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. * Challenge and stimulate a real life situation (performance, interview, community project). * Require the student to address an identified audience (real or simulated) * Allow students greater opportunity to personalize the task. * Have clear criteria and performance indicators known in advance (performance standards). How will assessment criteria be created / communicated 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. | 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 & First Peoples’ Principles of Learning * 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 you 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 can we support students to “uncover their understanding” rather than just cover content?   * Acquisition (direct instruction through lecture, graphic organizers, questions, guided practice, feedback) * Meaning (facilitative teaching such as formative assessment, problem based learning, inquiry, constructivist, student centered strategies, reflection, differentiation). * Transfer (coaching through conferences, prompting through self-assessment, descriptive feedback)   Will Students:  W – know Where they are going, Why and What is required?  H – be Hooked – engaged, digging into the essential questions.  E – have opportunities to Explore and Experience to Equip them for the  required performances?  R – have opportunities to Rethink, Rehearse, Revise, and Refine their work  based upon feedback?  E – have opportunities to Evaluate their work and consider future goals?  Are Learning Experiences:  T – Tailored and flexible to address interests and learning styles of all students?  O – Organized and sequenced to support engagement and effectiveness? | *How we are getting there … keeping track of the learning progress.*  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? (i.e. self/peer assessment, partner talk, goal setting, journaling, … ) |  |
| D  O | 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. | | | |  |
| Communication   * Connect and engage with others (to share and develop ideas) * Acquire, interpret, and present information (includes inquiries) * Collaborate to plan, carry out, and review constructions and activities * Explain/recount and reflect on experiences and accomplishments | Thinking  **Creative**   * Novelty and value * Generating ideas * Developing ideas   **Criticial**   * Analyze and critique * Question and investigate * Develop and design | | Personal and Social  **Positive Personal & Social Identity**   * Relationships and cultural contexts * Personal values and choices * Personal strengths and abilities   **Personal Awareness & Responsibility**   * Self-determination * Self-regulation * Well-being   **Social Responsibility**   * Contributing to community and caring for the environment * Solving problems in peaceful ways * Valuing diversity * Building relationships |
| ***With Direct Support***  I can do it with an adult helping me the whole time. |
| ***With Guided Support***  I can do some of it by myself, but I need some help from an adult. |
| Summative Assessment |
| *Where students are going …*   * 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? |
| K N  O  W | Curricular Competencies   * What procedural skills and strategies (i.e. public speaking skills, making 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. | | Content   * What essential knowledge (facts, vocabulary, basic concepts) will students need to learn and be assessed on to enable deep understanding. Ask: is the knowledge a core building block for later meaning-making? | | ***Independently***  I can do it all by myself! I am confident! |
| ***Mastery***  I can go beyond what is asked of me! I apply my learning in new situations and teach others. |
| 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 & practicing over time? * How are student reflections 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? | | | | | | | | | | | | |