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| **Curricular Connections** | | |
| **Understand** | **Big Ideas Essential Questions** | |
| What will students remember long after the unit is over? (enduring understandings) | What driving questions will frame the learning? (open-ended; connected to Big Ideas) |
| **Do** | **Core Competencies**  Which core competency or competencies will be focused on in this unit?  Communication Creative Thinking Critical Thinking Positive Personal and Cultural Identity Personal Awareness and Responsibility Social Responsibility | |
| **Curricular Competencies**  Which process skills will students be applying in order to learn the content? List only those that will be assessed. | |
| **Know** | **Content**  What knowledge will students learn and be assessed on? | |

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| **Assessment** | |
| **FOR Learning** | **Formative**  How will information be gathered about what students already know (i.e., pre-assessment/accessing prior knowledge)? What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve? |
| **AS Learning** | **Reflective**  What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g., self/peer evaluations, partner talk, goal setting, journaling, etc.) |
| **OF Learning** | **Summative**  How will students demonstrate their understanding of the curricular connections listed above (e.g., performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? |

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| **Unit At a Glance** | |
| **Planning Essentials:**   * Extensions and adaptations * Aligns with assessment * Timelines   **Learning Opportunities:**   * Cross-curricular connections * Aboriginal perspectives * Inquiry * Technology * Place-based, community learning * Sustainability and environmental awareness * Visual literacy   **Other Considerations:**   * Differentiated learning * Student grouping * Student voice and choice * Anxiety |  |

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| **Resources** |
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