SHORT TERM UNIT INSTRUCTIONAL PLANS

Unit Title:

Teacher**:** Approximate Length of Unit:

Curriculum Area**:** Interdisciplinary**:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BIG IDEASWhat enduring understandings will students take away? <https://curriculum.gov.bc.ca/curriculum> | | | | | | | | | |
|  | | | | | | | | | |
| CONCEPTUAL LENSWhict conceptual lens (lead students to an understanding of the big ideas) will be developed? | | | | | | | | | |
| Refer to the list of concepts file. | | | | | | | | | |
| **CATHOLIC VISION FOR TEACHING AND LEARNING** | | | | | | | | | |
| **ABORIGINAL VIEWS AND PERSPECTIVES/FIRST PEOPLES PRINCIPLES OF LEARNING**  <https://firstpeoplesprinciplesoflearning.wordpress.com/> | | | | | | | | | |
| **First Peoples Principles of Learning**   * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. * Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). * Learning involves recognizing the consequences of one's actions. * Learning involves generational roles and responsibilities. * Learning recognizes the role of indigenous knowledge. * Learning is embedded in memory, history, and story. * Learning involves patience and time. * Learning requires exploration of one's identity. * Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.   **Implications for Learning**  This information is found on the FPPL website. | | | | | | | | | |
| CORE COMPETENCIES Highlight the CC focus, which will be self- assessed by students.  <https://curriculum.gov.bc.ca/competencies> | | | | | | | | | |
| C | | | T | | | | | PSS | |
| **Communication**   1. Connect and engage with others (to share and develop ideas) 2. Acquire, interpret and present information (include inquiries) 3. Collaborate to plan, carry out and review constructions and activities 4. Explain, recount and reflect on experience and accomplishments | | | **Creative Thinking**   1. Novelty and value 2. Generating ideas 3. Developing ideas   **Critical Thinking**   1. Analyze and critique 2. Question and investigate 3. Develop and design | | | | | **Positive Personal and Cultural Identity**   1. Relationships and cultural contexts 2. Personal values and choices 3. Personal strengths and abilities   **Personal Awareness and Responsibilities**   1. Self-determination 2. Self-regulation 3. Well-being   **Social Responsibilities**   1. Contributing to community and caring for the environment 2. Solving problems in peaceful ways 3. Valuing diversity 4. Building relationships | |
| **CORE COMPETENCIES IN ACTION**  How will you develop Core Competency learning in individual lessons? | | | | | | | | | |
| * Introduce the Core Competency focus. * Have students view the competency video and discuss how they will use the competency throughout the unit. Click [HERE](http://dormickpark.sd34.bc.ca/node/12683) to access a kid-friendly video. * Share with students how the competency learning is relevant to real-world situations. * Begin to develop a Competency Word wall. * Refer students to the ‘I can statements’ on the competency posters. *Include only the “I can statements’, which be assessed in the unit.* * Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target. * Engineer effective classroom discussions, activities, and tasksthat elicit evidence of the competency. * Challenge students to apply the competency ‘I statements’ to examples during the lesson. * Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING. * Use the ‘Notice It, Name It’ Strategy. | | | | | | | | | |
| Student-Self Assessment Strategies – Refer to Kids, Competencies and Student Self Assessment Resource | | | | | | | | | |
| **QUESTIONS TO SUPPORT INQUIRY**  Which essential questions will frame students learning? | | | | | | | | | |
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| **LEARNING STANDARDS**  <https://curriculum.gov.bc.ca/curriculum> | | | | | | | | | |
| Curricular Competencies Highlight *only* the curricular competencies, which will be assessed in the unit. | | | | | | Content | | | |
| *Students are expected to DO the following:* | | | | | | *Students are expected to* ***KNOW*** *the following:* | | | |
|  | | | | | |  | | | |
| **Communicating** | |  | | |  | | | |  |
| **Learning Targets** | | **Formative Assessment** | | | | | **Acquisition Lessons/Intentions/Tasks**  *What is the learning intention of the lesson?* | | |
| **Learning Target 1:** | |  | | | | | **Core Competency Focus (Highlight)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/  Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |  Core Competency in Action: Indicate how Core Competencies will be developed in unit. **Intention 1:**  **Materials and Resources**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | | | |
| **Learning Target 2:** | |  | | | | | **Core Competency Focus (Highlight)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/  Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |  Core Competency in Action: Indicate how Core Competencies will be developed in unit. **Intention 1:**  **Materials and Resources** | | |
| **Learning Target 3:** | |  | | | | | **Core Competency Focus (Highlight)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/  Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |  Core Competency in Action: Indicate how Core Competencies will be developed in unit. **Intention 1:**  **Materials and Resources** | | |
| **Learning Target 4:** | |  | | | | | **Core Competency Focus (Highlight)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/  Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |  Core Competency in Action: Indicate how Core Competencies will be developed in unit. **Intention 1:**  **Materials and Resources** | | |
| **Learning Target 5:** | |  | | | | | **Core Competency Focus (Highlight)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Communication | Critical Thinking | Creative Thinking | Personal/  Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |  Core Competency in Action: Indicate how Core Competencies will be developed in unit. **Intention 1:**  **Materials and Resources** | | |
| UNIT ASSESSMENT | | | | | | | | | |
| **FOR LEARNING**  **LEARNING** | **FORMATIVE ASSESSMENT:**  What formative assessment strategies will you use to assess student learning? | | | Refer to Navigator page 41 for bank of formative assessment strategies. | | | | | |
| **AS LEARNING** | **REFLECTION/SELF-ASSESSMENT:** What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (partner talk, self-assessment, reflection log)? | | | Refer to Kids, Competencies and Student Self-assessment Resource for Reflective thinking strategies. | | | | | |
| **OF LEARNING** | **SUMMATIVE ASSESSMENT:** How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? | | |  | | | | | |
| UNIVERSAL DESIGN FOR LEARNING (UDL)/DIFFERENTIATED INSTRUCTIONHow will learning be made accessible for ALL students to succeed? Highlight strategies used in unit. | | | | | | | | | |
| Engagement | | | | Representation | | | | Action and Expression | |
| * Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions) * Develop self-assessment and reflection * Foster collaboration and community * Provide ongoing, relevant feed back to students * Include inquiry (‘voice and choice’) | | | | * Support background knowledge e.g. Whip Around strategy, lesson hook. * Clarify vocabulary e.g. word splash strategy * Highlight critical features by providing multiple examples * Provide multiple media and formats * Offer adjustable levels of challenge through tiered assignments | | | | * Guide student goal setting and monitoring of progress * Optimize access to support tools and technologies * Offer flexible opportunities for demonstrating learning | |
| TRANSFER/EXTENSIONHow will student learning be extended into the real world? | | | | | | | | | |
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| MATERIALS AND RESOURCES Delete if you have included materials and resources under individual lessons. | | | | | | | | | |
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| **TEACHER REFLECTION**  How did it go? What do you need to change and or add to this unit? | | | | | | | | | |
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4 Inquiry templates are available in your collated files. They can be cut and pasted into this template.