UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question:** | | | | | | |
|  | **Rationale:** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
|  | | |  | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * 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 | **Creative**   * Novelty and value * Generating ideas * Developing ideas   **Critical**   * Analyze and critique * Question and investigate * Develop and design | | | **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 | |
|  | **Curriculum Competencies:** | | | | | |
|  | **KNOW** | **Content:** | | | | | |
|  | **FPPL** | * *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, experiential, 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.* | | | | | **Comments on how you will address the FPPL:** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Summative Assessment (of Learning):** | | | | | | |
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|  | **Formative Assessment (for Learning):** | | | | | | |
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|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **( brief description here – lesson plans will be used to flesh out each lesson)** | | | |
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|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
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|  | **Interdisciplinary connections: How did you weave English Language Arts, Social Studies, Science, Math or Fine Arts together in this instructional sequence?** | | | | | | |
|  |  | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did it go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |