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):** |
|  |  |
|  | **Formative Assessment (for Learning):** |
|  |  |
|  | **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:** |
|  |  |
|  | **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?** |