

<b>Big Idea Unit Planning</b>	
<b>Icon</b>	<b>Re-designed Curriculum Definitions</b>
	<p><b>Big Idea</b></p> <p>The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the “Know-Do-Understand” model of learning.</p> <p>The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.</p>
	<p><b>First Peoples Principles of Learning</b></p> <p>References to Aboriginal perspectives and knowledge are both explicit and implicit in the redesigned curriculum and are evident in the rationale statements, goals, learning standards, and some of the elaborations. In all of the areas of learning, teachers are encouraged to teach in ways to respect the place in which the students are—to teach from within the school and its surrounding community.</p>
	<p><b>Essential Question</b> (provided or as a student inquiry)</p> <p>Through demonstration of the competencies, students are bound to form questions that provide teachers with insight into their thinking. Questions generated by both teachers and students are critical to encouraging a sense of wonder and curiosity among students. This dialogue can take place through many question-based approaches, including but not limited to project-based learning, problem-based learning, inquiry learning, self-assessment, research skills, scientific methods.</p>
	<p><b>Enduring Understandings</b></p> <p>Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do— as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of the their lifetimes in relationship to the content area.</p>
	<p><b>Human ‘DO’-ing competencies</b></p> <p>Critical and Creative Thinking—The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.</p> <p>Communication—The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.</p>
	<p><b>Human ‘BE’-ing competencies</b></p> <p>Positive Personal &amp; Cultural Identity, Personal Awareness &amp; Responsibility, and Social Responsibility are the set of competencies that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.</p>
	<p><b>Content (Know)</b></p> <p>The Content learning standards—the “Know” of the “Know– Do– Understand” model of learning— detail the essential topics and knowledge at each grade level.</p>
K Urdahl-Serr Oct 2015	Definitions from: <a href="https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf">https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf</a>