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| **Redesigned Curriculum Planning Framework** | |
| **Establishing Goals** | |
| What core competencies and shared values for learning together will students be developing & practicing over time?  How will growth be documented by teachers and by students? | |
| **Understand** | **Big ideas:**   * Students will understand that… * What specifically do you want students to understand? * What connections do you want them to make? |
| **Essential questions:**   * Students will keep considering…. * What thought-provoking questions will foster inquiry, meaning-making, and transfer? |
| **Do** | **Curriculum Competencies:**   * Students will be skilled at… * What curricular competencies will students develop & demonstrate? |
| **Know** | **Content:**   * Students know… * What content and which concepts will students learn? |

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| **Communicating Student Learning  (Making Learning Visible)** | | **Learning Plan\*** | | |
| **Assessment**   * **for** * **as** * **of**   **Learning** | * How will you provide with clarity about, and understanding of the learning intentions for the work at hand and the criteria for success? * How will you design thoughtful classroom discussions and questions that generate evidence of learning? * How will the process of learning be documented and valued? * How will you design opportunities for students to reflect on their learning? * Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve? * How will you put learners to work as learning/teaching resources for each other? * How will you ensure that students are owners of their own learning? | How will you make the learning accessible for ALL learners to succeed?  How might First People’s Principles of Learning inform the planning & learning?  How will you intentionally build a safe and caring learning environment?  How will you create opportunities for collaboration & co-teaching? | | |
| **Connecting** | * How will you facilitate connections between students and the curriculum content? * How will you provide opportunities for students to access and activate background knowledge? * How will you provide opportunities for them to acquire and build background knowledge? * How will you design the learning to increase student engagement and motivation? | **Instructional Strategies for Differentiation**   * Open-ended tasks & teaching * Gradual release of responsibility * Literature circles * Information circles * Numeracy circles * Cooperative learning * Inquiry * Project-based learning * Problem-based learning * Play-based learning * Learning through design * Choice * Culturally responsive teaching * Models * Manipulatives * Text sets * Service learning * Workshops (reading writing & numeracy) * Learning with technology * Other… |
| **Communication of learning** | * How are you communicating your understanding of your students’ learning? * How are your students communicating their understanding of learning? * How will parents contribute to the understanding of their child’s learning? * How will you ensure timely and on-going communication amongst all stakeholders? | **Processing** | * How will you provide opportunities for students to interact with new ideas, build understanding by adding on new information and revising former information? |
| **Transforming** | * How will you provide opportunities for students to show acquired information in personalized, thoughtful ways? |

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| What core competencies and shared values for learning together did students develop & practice over time?  How are students reflecting on their growth? |

\* Adapted from: It’s all about Thinking: Collaborating to Support All Learners in English, Socials Studies and Humanities by Faye Brownlie and Leyton Schnellert. Framework created by Macmillan, Hunter & Duby.