|  |
| --- |
|  **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?
 |

|  |  |
| --- | --- |
| **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?
 |

|  |
| --- |
| 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.