



Redesigned Curriculum Planning Framework

Establishing Goals

Looking Forward...

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 <ul style="list-style-type: none"> • for • as • of Learning 	<ul style="list-style-type: none"> • 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? 	<p>How will you intentionally build a safe and caring learning environment? 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 create opportunities for collaboration & co-teaching?</p>	
		Connecting	<ul style="list-style-type: none"> • 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?
Processing	<ul style="list-style-type: none"> • How will you provide opportunities for students to interact with new ideas, build understanding by adding on new information and revising former information? 		
Transforming	<ul style="list-style-type: none"> • How will you provide opportunities for students to show acquired information in personalized, thoughtful ways? 		
Communication of learning	<ul style="list-style-type: none"> • 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? 		
		<p style="text-align: center;">Looking Back...</p> <p style="text-align: center;">What core competencies and shared values for learning together are students developing & practicing over time? How are students reflecting on their growth?</p>	



* 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.