**UNIT PLANNER #3**

**Essential Questions:** (What concept(s) are important for students to understand? Concepts stay the same over time. Develop 2-3 concept-based questions to guide your inquiry. Use the “Essential Questions” guide to help frame your questions.)

**Content:** (What will the students know? What content from the subject areas listed in the Big Ideas do students need to know? Content can change over time)

**Core Competencies:**

**Unit Understandings:**

**Transfer Goals :**

**Curriculum Competencies:**

**Big Ideas:** (Choose one Big Ideas from the Ministry website or choose several from more than one subject area.)

**Concept:**

(Concepts are timeless and do not change)

*What facts, from various subject areas help to illustrate the Big Idea?*

*What skill(s) could you focus on developing while investigating this Big Idea?*

*When developing your overarching Big Idea, think about what concepts the big ideas from different content areas have in common?*

STAGE 2 – EVIDENCE OF LEARNING

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| ***ASSESSMENT*** | |
| **Performance Task:** | |
| **Formative Assessment:** | **Summative Assessment :** |

STAGE 3 – LEARNING PLAN STAGE 3 – LEARNING PLAN

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| **LESSON PLANNING** | |
| **Unit hook:** | **Resources:** | |
| **Learning Opportunities:** | | |

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| **TEACHER REFLECTION** |
| **What aspects of the unit went well?**  **What did students struggle with?**  **What did you struggle with?**  **What would you add/revise the next time you taught this unit?**  **Were there any unintended outcomes?**  **Were students engaged?** |