

# Unit Planner Guide

Overview			
Subject:		Topic:	
Unit Overview:	The unit overview should provide information regarding the overarching ideas and themes of the unit, identify potential cross-curricular connections, and indicate an appropriate time to teach the unit during the year. In this section teachers should consider the skills and prior knowledge that students need to be successful.		
Grade:			
Unit Duration	(In weeks)	Date:	

## Stage 1 – Desired Results

### Big Ideas

Copy directly from the Ministry of Education curriculum website: <https://curriculum.gov.bc.ca>

### Core Competencies

- Teachers should consider:**
- what specific Core Competencies will be developed in this unit
  - how Core Competencies are connected to the Big Idea

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<p><b>Teachers should consider:</b></p> <ul style="list-style-type: none"> <li>• unpack the Big Idea to find 2-4 concepts to list on the planner</li> <li>• consider other concepts students need to understand the Big Idea</li> <li>• consider how concepts align with the transfer goals and understandings</li> <li>• examine the real world applications of the concepts</li> </ul>	<p><b>Teachers should consider:</b></p> <ul style="list-style-type: none"> <li>• what the students will understand as a result of the unit of study</li> <li>• the relationship between the concepts and the content</li> </ul>	<p><b>Teachers should consider:</b></p> <ul style="list-style-type: none"> <li>• what students will be able to apply from this unit to other disciplines in the future</li> <li>• how the transfer goal is aligned to the GRASPS task</li> <li>• whether the transfer goals are:                             <ul style="list-style-type: none"> <li>» timeless</li> <li>» transferrable</li> <li>» universal</li> <li>» abstract</li> </ul> </li> </ul>	<p><b>Teachers should consider:</b></p> <ul style="list-style-type: none"> <li>• if the Essential Question(s) are:                             <ul style="list-style-type: none"> <li>» open ended</li> <li>» debatable</li> <li>» able to foster inquiry</li> <li>» able to promote further questions</li> <li>» revisited throughout the unit</li> </ul> </li> </ul>

### First Peoples Principles

- Teachers should consider:**
- what specific FPP will be integrated into the unit
  - how the FPP are selected and connected to the Big Idea

Alignment Check:

Does the learning plan support the development of stage 1 desired results? Does the learning plan support students' ability to complete the GRASPS task and other assessments in stage 2? Is the learning plan logical and sequential?

Curricular Competencies	Content
<p>Copy the <b>specific</b> curricular competencies that support the Big Idea from the Ministry of Education website.                      Teacher should consider: which specific curricular competencies best support understanding and transfer?                      Are chosen competencies aligned with other aspects of stage 1?</p>	<p>Copy the <b>specific</b> curricular competencies that support the Big Idea from the Ministry of Education website.                      Teacher should consider: which specific curricular competencies best support understanding and transfer?                      Are chosen competencies aligned with other aspects of stage 1?</p>

## Stage 2 – Evidence: Assessing for Understanding

### Assess: Understanding

<b>Summative:</b> Culminating Performance Task(s) at the end of the unit to show understanding	<b>Formative:</b> Checkpoints for understanding during the unit																
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.																
<p><u>What is a GRASPS task?</u></p> <p><b>Teacher Questions:</b></p> <p>How do students demonstrate they have learned the conceptual understandings and transfer goals?</p> <p>How does the GRASPS activity link to the Big Idea and Essential Questions?</p> <p>Is the task developmentally appropriate?</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" style="padding: 5px;"><b>GRASPS</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Goal</b></td> <td style="width: 100px;"></td> </tr> <tr> <td style="padding: 5px;"><b>Role</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Audience</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Situation</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Performance or Product</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Standards (Rubric Criteria)</b></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Adaptations/ extensions</b></td> <td></td> </tr> </tbody> </table>	<b>GRASPS</b>		<b>Goal</b>		<b>Role</b>		<b>Audience</b>		<b>Situation</b>		<b>Performance or Product</b>		<b>Standards (Rubric Criteria)</b>		<b>Adaptations/ extensions</b>		<p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• exit slips</li> <li>• mind maps</li> <li>• reflective journals</li> <li>• conferencing</li> <li>• thinking routines</li> </ul>
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### Assess: Know & Do

<b>Summative:</b> Final assessments of knowledge and skill at the end of the unit	<b>Formative:</b> Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show and demonstrate their learning.	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress.
<p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• chapter tests</li> <li>• unit tests</li> <li>• essays</li> </ul>	<p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• quizzes</li> <li>• chapter questions</li> <li>• vocabulary activities</li> </ul>

## Stage 3 – Executing the Learning Plan

These learning events are suggested. Some may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques. (replace activities with experience or opportunities)

### Things to consider when planning lessons:

- create a provocation to engage students
- align goals and understandings
- identify required background knowledge and skills
- the conceptual lens for the learning plan
- three types of goals (acquisition, meaning, and transfer) are addressed in the learning plan (A) (M) (T)
- Stage 3 is aligned with Stages 1 and 2
- the learning plan reflects the First People's Principles of Learning
- the learning plan reflects readiness, interests and engagement of the students
- opportunities students will have to create connections to the understandings
- ways to support differentiation and all learners
- the learning plan supports the development of the Core Competencies
- the learning plan supports students' ability to complete the performance task
- the learning plan

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### Resources:

- classroom environment, local environment, and/or community connections
- print
- online
- people
- colleagues
- interactive learning experiences (field trips)
- audio-visual materials, related literature
- music, art, computer software, textbooks

### Teacher should consider:

- What supports and resources will I need?
- What supports and resources are available to me?
- Where do I need to further develop my understanding?
- What supplies do I need?

## Teacher: Unit Reflection

**Teachers should consider:**

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?

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