**Unit Plan Template**

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| **Title:** | . | **Subject Area(s):** | . |
| **Teacher/ Storyteller/****Elder** | . | **Grade Level:** | . |
| **Timing/Date(s)** |  |  |  |
| **Shared Indigenous Learning:**  |
| **First Peoples Principles of Learning:**  | [ ]  Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. [ ]  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). [ ]  Learning involves recognizing the consequences of one’s actions. [ ]  Learning involves generational roles and responsibilities. [ ]  Learning recognizes the role of indigenous knowledge. [ ]  Learning is embedded in memory, history, and story. [ ]  Learning involves patience and time. [ ]  Learning requires exploration of one’s identity. [ ]  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |
| **Unit Rationale***The rationale describes why the unit has value, is important, is addressed or taught in a specific way and often considers context, class make up, etc.* |
| **Big Idea** (often from BC Curric):*What the students will* ***Understand****… what students will discover as a result of instruction and learning activities. They are the main ideas of learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.* | **Essential Questions:***Essential questions center around major issues, problems, concerns, interests or themes relevant to the classroom. Essential questions should lead students to discover the Big Ideas. They need to go beyond who, what and where. They need to lead to how and why.* |
| **Curricular Competencies** (from BC Curric):*What students will* **Do** *in order to* ***Learn*** *Content &* ***Understand*** *Big Ideas. Included in lessons and assessment.* |
| **Content** (from BC Curric):*What the students will* ***Learn*** *in order to* ***Understand*** *Big Ideas* |
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| **Integrated core subject learning**  | **Core Competencies Addressed:** |
| **Reading** | **Writing** | **Numeracy** | **Thinking****A picture containing text, clipart  Description automatically generated** | **Communication****Icon  Description automatically generated** | **Personal and Social****A picture containing text, clipart  Description automatically generated** |
| [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Core Competencies(details):  |  |
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| **Key Terms/Vocabulary***What terms/vocabulary need to be reviewed, what new terms/vocabulary are being introduced for this unit?* |
| **Assessments:** *List the types of assessments that will be used throughout the unit.* *In particular, give thought to summative assessment – how will you know that students have developed their understandings, knowledge and competencies? How will students know? How will you evaluate proficiency in understanding?**\* If you don’t have assessments for the unit, they should be created (or at least considered) before moving on to the lesson design\* (Label assessments as Diagnostic, Formative or Summative)* |
| **Sequence of Lessons/Lesson Briefs***This is the list of learning activities in the anticipated order of teaching with key elements of the lesson to support further lesson planning & teaching. Key elements: Title, Lesson #, Lesson Objectives, Vocabulary, Assessment, Hook/prior learning assessment, How are you going to teach it, what will the students do?, Materials and/or Resources* *\*Remember, this brief is just a starting point. Later, you will do more detailed lesson plans (and likely be required to submit first 2 lessons for each Unit)* |
| **Lesson #/Title/Timing** | **Overview/Lesson Brief (will likely include objective, Hook/intro, how you’ll teach, what students will do)** | **Notes (may include: prep, materials, resources, assessment, key vocab)** |
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| **Unit Resources/Text Selections** |
| **Additional Notes and Teacher Reflections**Written as I remember it.I wonder… begin critical thinking |