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| **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:** |
| **Essential questions:** |
| **Do** | **Curriculum Competencies:** |
| **Know** | **Content:** |

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| **Communicating Student Learning  (Making Learning Visible)** | | **Learning Plan\*** | | |
| **Assessment**   * **for** * **as** * **of**   **Learning** |  | 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? | | |
| **Connecting** |  | **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** |  | **Processing** |  |
| **Transforming** |  |

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| Looking Back…  What core competencies and shared values for learning together are students developing & practicing 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.