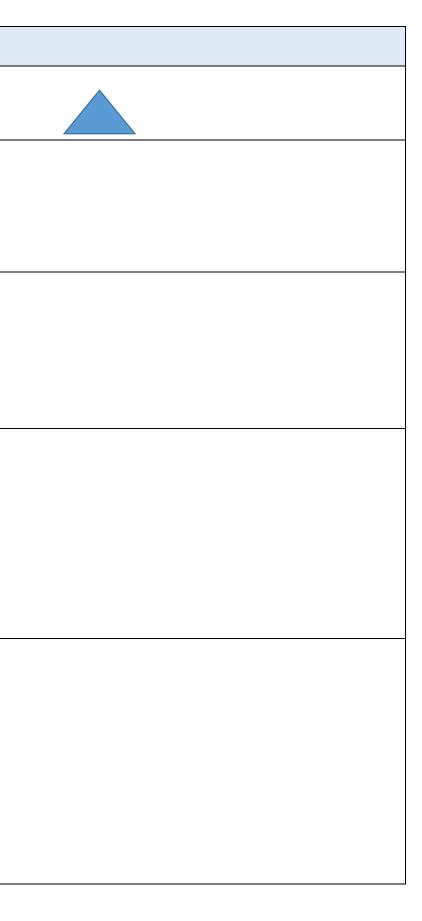


Redesigned Curriculum Planning Framework

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?
tand	 Big ideas: Students will understand that What specifically do you want students to understand? What connections do you want them to make?
Understand	 Essential questions: Students will keep considering What thought-provoking questions will foster inquiry, meaning-making, and transfer?
	Curriculum Competencies: Students will be skilled at
	What curricular competencies will students develop & demonstrate?
Do	
	Students know
	What content and which concepts will students learn?
Know	



Communicating Student Learning (Making Learning Visible)			Learning Plan*		
	 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? 	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?			
Assessment for as of Learning 		Connecting	 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? 	 Instructional Strategie for Differentiation Open-ended tasks & teaching Gradual release of responsibility Literature circles Information circles Numeracy circles Cooperative learning Inquiry Project-based learning Problem-based 	
Communication of learning	 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? 	Transforming Processing	 How will you provide opportunities for students to interact with new ideas, build understanding by adding on new information and revising former information? How will you provide opportunities for students to show acquired information in personalized, thoughtful ways? 	 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 	 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

* 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.

